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A research report summarizes second language study, language training practices, and trainee attitudes toward language learning in the Peace Corps. The two equal parts of the study consist of findings and appendixes. Conclusions are grouped under (1) training practices and trainee attitudes, (2) associations and relationships, and (3) qualitative data. The appendixes contain training documentation forms and rosters for resources, personnel, linguistic problems, visual aids, records, and language integration. (AF)

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A QUANTITATIVE ANALYSIS OF LANGUAGE TRAINING IN THE U.S. PEACE CORPS

A. I. Fiks

February 1968

Research Report P-68-01

Peace Corps
Contract No. PC-80-1535

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Alexandria, Virginia

LATRAD/LC Item 66

Q: What records, if any, did you keep during the training program?

A: (from anonymous Language Coordinator): Spanish music.

SUMMARY AND RECOMMENDATIONS

The purpose of the research herein reported was to describe the language component in the Peace Corps (PC) training system and to test various relational questions involving both training practices and trainee (PCT) attitudes/perceptions. The research also constitutes partial implementation of the Language Training Documentation (LATRAD) System proposed in an earlier report. (Fiks, 1967.)

Summary

Questionnaire data were collected at the conclusion of training from language coordinators and/or PCT's in approximately fifty Summer 1967 projects teaching twenty-one languages.

The findings are of three sorts: 1) quantitative analyses of the incidence of various training practices and attitudes; 2) associations of various instructional characteristics with each other and with PCT reactions; and 3) qualitative information relevant to the orientation/planning activities of (new) language coordinators.

To summarize the considerable numerical information of the first sort, we present below a composite description of the typical or modal PC language training program. Since this is a composite of modal characteristics/practices, it follows that no individual program necessarily resembles the description in all particulars.

Peace Corps language training typically takes place at a university site, the facilities of which the trainees perceive as good (though not great). The language being studied is, as a rule, not one of the common ones, and PCT's think the quality of the training they are receiving is very good.

The organization of the training is based on lesson plans of a gross variety which encompass one week at a time. Daily language staff meetings are also held in which questions of methodology are the most frequently discussed. The language coordinator has one to three contacts with the PC/Washington Training Officer which tend to be in the latter part of a project rather than earlier. Despite the fact that the language coordinator has frequent contacts with his cross-cultural studies equivalent throughout the project, PCT's report only minimal language integration with other training elements.

The scheduling of language classes provides five to six instructional hours per day throughout the project for a mean total of 235 hours[1/] in ten weeks. No subsequent language training is generally involved. Trainees' preferred two-hour period for language classes, in which the language coordinator concurs, is 8 to 10 a.m. Trainees do not think they could profit from longer daily instruction. Trainees and the coordinator agree that, given the objective they had, the total number of language hours is about right/adequate.[2/] Moreover, the pace of training is perceived to be right by PCT's. A trainee is absent once or twice from language class during the project and his "breaks" typically last six to ten minutes.

The usual language staff consists of thirteen host country natives, recruited while in the U.S., typically through (previous) PC contacts. The one most critical factor a language coordinator (would) look(s) for in instructor-applicants is adaptability to new methods. Consequently, perhaps, few on the

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1/ Consisting approximately of 203 hours of class work, 20 hours of language lab and 10 hours of other activities.

2/ A large minority disagrees, however.

staff have had previous non-PC language teaching experience, presumably involving more traditional methods. Once hired, the staff receives three to seven days of teacher training/orientation consisting mainly of demonstration teaching. Once the project starts, instructors live in the same buildings but in separate rooms from PCT's, work five to six hours a day, get one day off a week, and are rotated from class to class weekly. An instructor has 5.9 trainees in class who typically perceive his attitude to be very enthusiastic, and who like him very much as an individual.

Concerning class activities, the heaviest emphasis is on drills, followed by dialogues, free conversation, and lecture, in that order. These activities come almost entirely out of the text materials. Instructors talk a moderate amount in class, occasionally in English. They use visual objects or materials only very little other than writing things on chalkboards, which they do frequently. Much emphasis is placed on correct pronunciation and problems of individual trainees, more time being spent, e.g., on individual rather than on choral responding. Something less than ten percent of class time is left unstructured, which the language coordinator, in retrospect, regards as about right. When new vocabulary is introduced in class, PCT's learn its meaning in a very short time. The single most often utilized training "gimmick" is peer teaching in which drills are conducted by PCT's. Individual tutorial sessions form a regular part of training for some trainees. The language coordinator visits the classroom a few times a week to observe these activities.

Printed materials in the second language are distributed as soon as the first or second week of the project, although reading, as such, is not practiced in class. In those minority instances where reading is taught at all,

it is typically introduced in the third quarter of the project. In those projects where writing is taught, it is introduced in the first four weeks of training.[3/]

Insofar as non-class language activities are concerned, the use of the second language during mealtimes is most frequently encountered. Other techniques which may loosely be characterized as "cultural immersion" are skits and songs and partial physical simulation of the host country environment. Although most trainees are not "culturally immersed" to the extent that English is prohibited as a communication medium, those who are (for an average of fifteen days) consider it to be of tremendous value.

The text used is typically a (commercially) published book, judged to be extremely good by the language coordinator, although he nevertheless adapts it for his specific training needs. In addition, he develops new materials including a technical vocabulary list. The terminology items are distributed as a printed list, as well as worked into pattern practice drills throughout the project. Typically, trainees do not use dictionaries, at least not as part of the prescribed training program.

Attendance at language laboratory sessions is, as a rule, obligatory but only for two to five hours per week. The purpose of such sessions is to provide PCT's further experience with materials previously practiced in class. The tapes used are judged to be satisfactory by language coordinator and highly integrated with classwork by PCT's. Some individual help/correction is provided in lab sessions, and trainees conceive of the lab as moderately helpful.

3/ The anomalous inference that writing is taught before reading is not necessarily well taken since presumably in the particular projects where writing is taught, reading practice would precede it.

Concerning proficiency assessment, tests of an oral type are given weekly with feedback supplied to the trainee, also on a weekly basis. Instructors, moreover, make a weekly subjective report on each trainee"s progress to the coordinator. Typically, such achievement is the basis for weekly trainee regrouping into more homogeneous classes. Final FSI Speaking tests are typically administered one week or less before Final Selection Boards, most often by FSI personnel.

The preceding composite of typical practices and characteristics necessarily provides no information on the variation of techniques among training projects, nor on the association of various training features with each other or with attitudes which constitutes the second type of finding in this report. Such data, for which analysis establishes a fairly high degree of confidence ($p < .05$) in the stability of the relationships, are given below.[4/]

1. Programs in exotic languages have a greater tendency to incorporate daily staff meetings and tend less to regroup their trainees than those in common languages.
2. Ability regrouping tends to be practiced most in larger programs and in programs with less individual tutoring.
3. The length of "breaks" is related to amount of language instruction per day; shorter "breaks" existing with shorter training periods.
4. More systematic use of syllabi is associated with more frequent rotation of instructors.
5. Closer classroom supervision by the language coordinator is associated with:

4/ The reader is cautioned, however, that demonstrating relationships between pairs of variables or factors is not tantamount to proving causality of one for the other.

a. more frequent language staff meetings.

b. a larger number of instructors to which PCT's are exposed.

c. greater instructor enthusiasm in the classroom.

6. Instructors who talk a lot in class also tend to use more English than others.

7. FSI personnel tend to administer FSI tests after Final Selection Boards to a larger extent than PC/Washington personnel or language coordinators when these do the ratings.

8. PCT's feel most satisfied with language study when:

a. they are exposed to "cultural immersion".

b. there is an intermediate number of hours of class per day.

c. drilling is stressed in class, rather than explanation/lectures.

d. individual drill responses equal or exceed choral responses somewhat.

e. instructors use little or no English in class.

9. Trainees relate most to their language teachers on a personal level when:

a. the training project is small.

b. there is less frequent regrouping.

c. the latter's quarters are in intermediate proximity.

d. the latter's attitude in class is one of enthusiasm.

10. PCT's receiving three to four hours of language instruction per day tend disproportionately to judge their training pace as too slow, but not as a simple function of time.

11. PCT's perception of pace is also contingent with time lag in comprehending new material, pace being judged fast when comprehension is slow.

12. The longer the period of actual daily language instruction, the less receptive to additional training PCT's are.

13. New material tends to be understood quicker when there is:

    a. heavy emphasis on explanation/lecture.

    b. heavy emphasis on free conversation.

    c. moderate/light emphasis on drills.

    d. non-use of English.

14. Trainee attitude to the language lab is most positive when such lab is scheduled for substantial amounts of time per week, and when extensive individual monitoring/correction takes place.

15. Number of absences by PCT's tends to be greater when:

    a. daily hours of class are long.

    b. PCT's are exposed to a large number of teachers.

    c. pace of training is judged too slow.

16. Trainees who are very favorable toward language instruction also tend to:

    a. be satisfied with the training site/facilities.

    b. identify with their teachers.

    c. be absent from class less frequently.

    d. have enthusiastic instructors.

Some additional associations, of only marginal statistical stability, are presented in the body of the report.

The third sort of findings in this report consist of rosters of: language resources, instructional staff, linguistic problems, visual aids, records, instances of language integration, and comments generated from the LATRAD/LC questionnaire.

Recommendations

The following suggestions offer themselves from the data:

1. More thorough teacher training to prevent/minimize the most frequent problem later on, viz., training methodology.
2. More uniformity in amount of time off for instructional staff, or, alternatively, differential compensation.
3. With regard to language program planning:
   a. more very early meetings between language coordinators and other training staff for joint planning of training activities and materials development.
   b. maintain LATRAD data rosters in Language Training Office, PC/Washington, and arrange for systematic dissemination of relevant information to assist (new) language coordinators in: obtaining resource materials, recruiting staff, identifying linguistic problems to be anticipated, and so on.
   c. solicit, maintain and catalogue all new materials and text adaptations developed in ongoing training projects for duplication and dissemination to subsequent projects, as appropriate.
4. With regard to classroom procedures:
   a. spend less time on pronunciation problems; more on structures and semantics (including connotative meaning).
   b. encourage a more demanding pace of training for all PCT's able to keep up with it, especially in the second segment of training in those project so organized.

c. it follows from paragraph (b) that if total language hours are increased, to achieve more ambitious proficiency levels, adequate materials (especially in exotic languages) must be developed in advance or training pace would slow even further.

d. provide more frequent, shorter "breaks", especially in hyper-intensive (more than six hours per day) training situations. If administratively feasible, thought might be given to dispensing breaks on an aperiodic, contingency basis, dependent on superior class performance.

5. Either greater emphasis and a new seriousness toward tape recorder/language lab practice or elimination of that element from training. Most current operating practice would seem to make expenditures for such equipment and magnetic tape a priori hard to justify, and make even the time investment pedagogically questionable.

6. If language proficiency is to continue to be assessed with the FSI Speaking test, minimize the error component in the ratings by assuring that tests in all projects are uniformly given before Final Selection Boards or not at all.

7. Implement LATRAD on a continuous (or at least a periodic) basis so as to permit augmentation and updating of the various data rosters alluded to in paragraph (3b) for use by language coordinators and so as to keep training administrators current on practices and problems.

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INTRODUCTION

A prior paper (Fiks, 1967) outlined a number of reasons why a Peace Corps documentation system for language training (LATRAD) would be highly desirable and specified what the characteristics of such a system might be.

The purpose of the present report is to illustrate partial implementation of such a documentation system. We will examine data collected from a sample of training projects in order to specify the incidence of various language training practices and answer certain relational questions dealing with language training.

Moreover, the report suggests the relevance of certain LATRAD data for orientation and planning activities of (new) language coordinators including recruitment and training of instructor personnel. Ramifications of methodological and attitude factors on trainees' language proficiency will be examined in a subsequent report.

Three points, in the nature of disclaimers, need to be made at the outset. The first is that the accuracy of any characterization of "Peace Corps language training" is limited by the adequacy of the sampling of methodology contained in the data gathering forms as well as by the representativeness of the sampling of training projects and respondents. As in a geological survey, one necessarily depends on a manageable number of borings to yield sufficient information to characterize the whole. The characterization is, of course, also tied in many respects to the time point sampled.

Secondly our task is not to describe what we might conceive to be the ideal training method; the characterization will be in terms of <u>modal</u> practices rather than <u>model</u> principle.

Thirdly, when we relate particular training features to specific trainee attitudes, it is not to imply that Peace Corps (PC) training necessarily ought to continue such practices as are liked by trainees (PCT's) and cease those practices that are disliked unless relationships between attitudes and proficiency can subsequently be demonstrated. However, in any case, under conditions of lower volunteer application rates, such attitudinal factors should perhaps be given heavier weight than otherwise. They are likely to influence not only self-deselection during training but possibly subsequent PC application rates as well, through the influence of PCT letters home.

PROCEDURE

The data reported herein are based entirely on a survey of language coordinators and/or trainees in fifty-two out of eighty-five Summer 1967 PC training projects involving twenty-one languages. Our sample, thus, represents a little over sixty percent of the total. All information was collected at the end of the various training projects.

Sample

Table 1 indicates the distribution of sampled projects and languages by geographic region toward which the project was aimed. Unfortunately, the selection of projects was determined more by factors of logistics, timing, and personnel availability than by systematic sampling considerations. However, the relatively big sample (i.e., 60% +) as well as the widespread regional and language coverage shown in Table 1 provide some assurance that no undue bias has resulted from the unsystematic sampling.

The sampling of trainees at thirty-eight projects for which we have PCT data was carried out systematically (through a procedure specified in Appendix B) which resulted in a twenty per cent random sample from each of the projects. The total number of PCT's thus surveyed amounted to 449.

Data Collection Forms

According to a LATRAD scheme previously set forth (Fiks, 1967) two separate questionnaires were developed: one for language coordinators (LATRAD/LC) and one for trainees (LATRAD/T). After due pretesting and revision, the former contained 95 questions and is reproduced in Appendix A; the latter had 36 questions and is given in Appendix B along with instructions to Project Directors for its administration.

The data collection process itself was carried out by the PC Language Training Office Staff.[5] Questionnaires (for the most part) were mailed out from and sent back to that office, to be turned over to us. Where necessary, reminders were mailed out to recalcitrant respondents.

Analysis

Upon our receipt of the questionnaires, responses were edited and coded where necessary,[6] and the information punched into cards for computer analysis. Each project director was mailed summary data of PCT responses in his project.

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[5] Their efforts in support of this research project must be amply acknowledged.

[6] i.e., most of the questionnaire items have pre-coded response alternatives.

Table 1

SURVEYED TRAINING PROJECTS AND LANGUAGES
BY REGION AND DATA SOURCE

Source	Africa	East Asia and Pacific	Latin America	North Africa, Near East, South Asia	Total
	Number of Projects				
Language Coordinator (LC) only	2	3	5	4	14
PCT's only	5	2	4	4	15
LC and PCT's	4	3	13	3	23
					52
	Number of Languages				
	7	6	2	6	21

FINDINGS

There is a wealth of information about PC training activities retrievable with the LATRAD data forms. Much of the information is quantitative; some is qualitative. Much is simply descriptive of single factors; some permits associational hypotheses to be posed. The tables and analyses which follow are a first sampling of the now available information. First we present the incidence of various language training practices and trainee reactions in the projects surveyed. Secondly, we test various hypotheses about relationships between characteristics. Thirdly, we discuss some qualitative information.

Incidence of Training Practices and Trainee Attitudes

The data will be examined in the following order: characteristics of language, training site, and coordination; teaching staff; time factors and scheduling; pedagogic techniques; text material; language lab; and testing practices. Trainee attitudes will be indicated wherever germane.

Language, Training Site, and Coordination

Note in Table 2 that nearly two-thirds of the projects[7] surveyed were teaching an "exotic"[8] language. Over ninety per cent of the training was taking place at an academic campus or at a field site. Only about one-fourth of the training here under consideration was done by Peace Corps "in house". Two-thirds of the projects did all their training in one location. Turning to attitude, at the end of Table 2, PCT's seem on the whole to like their training site, although this drops off somewhat for those who have a second training phase elsewhere (largely in-country).

As regards coordination with various other (potentially) relevant personnel, it appears from these data that language coordinators do relatively little of it during the project planning stage, at least. Moreover, despite reported frequent meetings between the language coordinator and the cross-cultural studies coordinator once the training project gets started, only twenty-three per cent of trainees perceive considerable or total integration of language and other training elements. At the same time almost twice as many of them see only minimal or complete absence of such integration.

Internal coordination of the language staff is handled in three-fourths of the projects through daily or weekly staff meetings and/or in eight-six per cent of cases, through use of lesson plans of varying degree of detail and explicitness. A lesson plan is as likely to encompass several weeks of

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7/ The definition of "project" for all subsequent analyses included, in some cases, different language efforts at the same site with the same language coordinator since different techniques were sometimes used.

8/ See Footnote a, Table 2.

Table 2

LANGUAGE, TRAINING SITE, COORDINATION, AND TRAINEE ATTITUDES

Number of different first foreign languages taught in the 49 training projects: 21

Type of language	Incidence in Training Projects N	%
Exotic [a]	30	61
Common [b]	19	39
	49	100

Type of site at which some (or all) training took place			Mean Duration (Weeks)	S.D. [d]
College/University Campus	25 [c]	51	8	2.5
Peace Corps Training Camp	13	27	9	1.8
Field site (e.g. Job Corps Camp, Slum environment, etc.)	20	42	7	5.0
In-country	2	4	4	2.1
Other	7	14	5	3.4

Additional training to that of initial site

None	28	65
In-country	10	23
In third country	3	7
Other	2	5
	43	100

Frequency of contacts between language coordinator and PC/ Washington Training Officer	Planning Stage N	%	First Half of Project N	%	Second Half of Project N	%
0	18	45	7	16	8	19
1 - 3 times	19	48	33	76	27	63
More than 3 times	3	7	3	7	8	19
	40	100	43	99	43	101

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[a] All languages except the "common" ones.

[b] French, Spanish, Portuguese, Pidgin.

[c] N does not add up to 49 in each breakdown due to non-responding by some co-ordinators on certain items and multiple responding on certain other items when appropriate. In the latter cases, the percentages will, of course, not total 100.

[d] The standard deviation, indicating, for example, that there was a lot more variation in the length of time different projects trained at "Field sites" (i.e., Job Corps Camps, etc.) than in how long training lasted at a PC Training camp.

Table 2 (continued)

LANGUAGE, TRAINING SITE, COORDINATION, AND TRAINEE ATTITUDES

	Incidence in Training Projects	
	N	%
Adequacy of frequency of contacts with PC/Washington as judged by language coordinator		
About right	39	91
Too few	4	9
Too many	0	0
	43	100
Frequency of meetings between language and cross cultural studies coordinators		
Frequent	34	69
Seldom	9	18
Never	6	12
	49	99
Point of occurence of language and cross cultural coordinator meetings		
Throughout program	25	74
At beginning of program	5	15
Before start of program	4	12
	34	101
Frequency of language staff meetings		
Daily	23	50
Weekly	12	26
Irregular, four or more in all	3	7
Other	8	17
	46	100
Most often recurrent topics in language staff meetings		
Methodology	15	38
Progress of PCT's	12	30
Vocabulary and pronunciation	4	10
Other	9	22
	40	100
Use of syllabus/lesson plans		
General type	23	47
Detailed type	19	39
None	7	14
	49	100
Span encompassed by a lesson plan		
One week	15	37
Several weeks	11	27
One day	10	24
Other	5	12
	41	100

Table 2 (continued)

LANGUAGE, TRAINING SITE, COORDINATION, AND TRAINEE ATTITUDES

	Trainee Responses			
	Entire Project or Phase I		Phase II	
	N [e]	%	N [f]	%
Frequency of class visits by language coordinator				
A few times a week	100	23	7	11
Once a week	83	19	12	19
Twice a month	63	14	8	13
Daily or more	60	14	3	5
Never	49	11	16	26
Once a month	41	9	10	16
Less than monthly	40	9	6	10
	436	99	62	100
PCT Attitude toward training site/facilities				
Good	206	46	24	41
Great	105	24	10	17
Neutral	75	17	18	31
Poor	50	11	5	9
Intolerable	8	2	1	2
	444	100	58	100
Perceived amount of language integration with other training elements				
Minimally	158	36		
Moderately	151	34		
Considerably	86	19		
None	32	7		
Totally	16	4		
	443	100		

[e] The number of PCT's surveyed is 449.

[f] Of the 449 PCT's, 66 had a second training phase.

training at once, as one day, although one week is the most frequently found time span. Classroom observation of teaching seems to be rather variable: fifty-six per cent of PCT's reporting language coordinator visits of once a week at least, while forty-three per cent see him less frequently than that (including eleven per cent whose classes were never observed). In Phase II of some of these training projects, classroom observation/supervision of the teaching process is even less prevalent, twenty-six per cent of trainees reporting zero visits to their classrooms by language coordinators.

Teaching Staff

Table 3 indicates first of all that a randomly selected PCT gets exposed to only 7/13 or about half of the language instructors in any project. The average student/teacher ratio found was 5.9 to 1, but giving as high as 8:1 and as low as 1:1.

Almost three-fourths of the language training staffs consist predominently of host country natives, recruited to a large extent in the U.S. through academic sources (43%) or through PC field or training staff contacts (46%). The single most critical selection factor applied to applicants is adaptability to new teaching methods. Perhaps, therefore less than one-quarter (22%) of the personnel hired have had previous non-PC language teaching experience (likely with more traditional methods) while all the remainder have either not had any previous teaching experience or have had previous PC experience.

In over ninety per cent of these projects the teacher training sessions lasted one week or less (some omitting them completely) despite the fact that sixty-one per cent (39 plus 22%) had not had prior PC language teaching experience.

In about three-fourths of the cases was the language staff living at the training site. The daily work load of instructors presents a very symmetrical distribution with most working five to six hours per day, fourteen per cent working less than that, and fourteen per cent more. Two-thirds of these language staffs got one day off per week, while the remaining third got either two or no days off. Teacher rotation, where it occurs, seemed to take place predominantly either weekly or irregularly.

As regards trainee attitudes toward the language teachers and trainee perceptions of teacher attitudes, both seemed to be fairly positive. PCT's identified with instructors as individuals very much, although this tended to drop off somewhat in Phase II. Similarly, language mentors are seen as highly enthusiastic in class, this characteristic dropping off much more sharply in Phase II.

Time Factors and Scheduling

According to the data of Table 4, these projects averaged ten weeks in duration and contained 235 hours of language teaching, which in turn contained ten times as much classwork as lab practice and twice as much lab as "extra curricular" language activity. Given the proficiency objectives and the caliber of trainees at hand, this amount of total time seemed adequate or ample to two-thirds of the language coordinators and to three-fourths of the PCT's.

Table 3

INSTRUCTIONAL STAFF CHARACTERISTICS,
TEACHER TRAINING, AND ATTITUDES

	Mean	S.D.	Range
Number of instructors per project	13	8.2	2-37
Number of instructors to which the average PCT was exposed			
Entire project or first phase only	7	4.7	1-30
Second phase only	3	3.0	1-15
Number of PCT's per instructor	5.9	1.5	1-8

	Incidence in Training Projects	
Preponderant Instructor background	N	%
Host country natives	29	72
Third country natives	7	18
U.S. natives	4	10
	40	100
Recruitment source of non-U.S. natives		
All or some from abroad	20 [a]	43
All or some from U.S.	41	89
Specific contacts for potential instructors		
Academic	15	43
PC/Washington	4	11
Embassies	0	0
Other	16	46
	35	100
Most critical selection factor as seen by language coordinator		
Adaptability to new methods	21	47
Teaching experience	14	31
Educational background	5	11
Other	5	11
	45	100

[a] N does not add up to 49 in each breakdown due to non-responding by some coordinators on certain items and multiple responding on certain other items when appropriate. In the latter cases, the percentages will, of course, not total 100.

Table 3 (continued)

INSTRUCTIONAL STAFF CHARACTERISTICS,
TEACHER TRAINING, AND ATTITUDES

	Incidence in Training Projects	
	N	%
Prior foreign language teaching experience of majority		
None	18	39
Peace Corps project(s)	18	39
In non-Peace Corps context(s)	10	22
	46	100
Duration of teacher training/orientation period		
3-7 days	32	65
1-2 days	11	22
0 days	2	4
Longer than 7 days	4	8
	49	99
Teacher training/orientation technique(s) used		
Demonstration	43	91
Teachers practicing on fellow teachers	37	79
Teachers practicing on trial group of students	26	55
Lecture	24	51
Teachers learning third language	16	34
Other	15	32
Living arrangements for instructors		
In same buildings with PCT's but separate rooms	19	45
Not at training site	10	24
At training site, but in different buildings	7	17
In same rooms with PCT's	5	12
Other	1	2
	42	100
Typical number of hours of teaching per day		
5-6 hours	35	71
4 or less	7	14
7-8 hours	6	12
More than 8 hours	1	2
	49	99
Typical number of days off per week		
1 day	32	67
None	10	21
2 days	6	12
	48	100

Table 3 (continued)

INSTRUCTIONAL STAFF CHARACTERISTICS, TEACHER TRAINING, AND ATTITUDES

	Incidence in Training Projects	
	N	%
Teacher rotation pattern		
	24	49
Weekly	6	12
Never	2	4
Daily	0	0
Monthly	17	35
Other basis	49	100

	Trainee Responses			
	Entire Project or Phase I		Phase II	
	N	%	N	%
PCT's attitude toward instructors as people				
	367	82	37	58
Like them very much	63	14	18	28
Like them somewhat	11	2	7	11
Neutral	4	1	2	3
Dislike them somewhat or very much	445	99	64	100
Instructors' attitude in class as perceived by PCT's				
	221	51	17	27
Very enthusiastic	170	39	25	39
Mildly enthusiastic	37	8	18	28
Neutral	8	2	4	6
Mildly or very apathetic	436	100	64	100

Table 4

TIME FACTORS, SCHEDULING, AND ATTITUDES

	Mean	S.D.	Range
Length of training project (weeks)	10	2.0	5-13
Total hours of language training	235 [a]	83.0	80-400
Density of language training [b]	0.1371	0.0404	.0590-.2020
Total hours of class	203	77.3	76-400
Total hours of language lab	20	25.4	0-99
Total hours of other language activities	10	23.3	0-99

	Incidence in Training Projects	
	N	%
Distribution of language classes throughout the training period		
Constant number of hours per day	41	84
Larger number of hours per day initially dimishing later	4	8
Smaller number of hours per day initially increasing later on	4	8
	49	100
Hours per day of language training		
5-6 hours	24	49
1-2	11	22
3-4	9	18
7 or more	5	10
	49	99
Distribution of daily training		
Evenly divided between forenoon and afternoon	12	24
Evenly divided between forenoon, afternoon, and evening	12	24
Concentrated in forenoon	9	18
Concentrated in afternoon	2	4
Other	14	29
	49	99

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[a] This figure closely approximates the sum of class, lab, and other means of 203, 20, and 10 respectively.

[b] Foreign language density (FLD) is an arbitrary index of the degree to which instruction is massed. It is defined as FLD = Total number of foreign language hours/number of weeks in program X 168. The limits of the ratio are 1.0000 if language is taught 24 hours/day, and zero if no foreign language is taught at all. FLD may prove to be a meaningful variable for subsequent analyses.

Table 4 (continued)

TIME FACTORS, SCHEDULING, AND ATTITUDES

	Language Coordinator		PCT's	
Adequacy of length of language training	N	%	N	%
Adequate/About right	29	60	325	73
Insufficient	17	35	106	24
Excessive	2	4	17	4
	48	99	448	101
Most preferred two-hour instructional period				
8 - 10 a.m.	25	52	156	35
7 - 9 a.m.	11	23	41	9
9 - 11 a.m.	10	21	115	26
Other	2	4	130	30
	48	100	442	100

	Trainee Responses			
	Entire Project or Phase I		Phase II	
Pace of language program	N	%	N	%
About right	269	61	27	42
Somewhat too slow	121	27	21	33
Somewhat too fast	40	9	10	16
Much too slow	11	2	5	8
Much too fast	3	1	1	2
	444	100	64	101
Benefit to greater amount of training per day				
No	204	45	33	52
Maybe	127	28	17	27
Yes	118	26	14	22
	449	99	64	101
Length of breaks				
6 - 10 minutes	165	37	20	34
11 - 15	153	35	20	34
16 - 20	49	11	7	12
0 - 5	38	9	8	14
More than 20 minutes	36	8	3	5
	441	100	58	99
Absences from class				
1 - 2 times	167	38	16	28
3 - 4	117	27	6	11
Never	68	15	19	33
5 - 6	47	11	4	7
7 times or more	42	10	12	21
	441	101	57	100

Instruction seemed overwhelmingly (84%) to be evenly distributed throughout the training period, in about half the instances, at a rate of five to six hours per day. However, there appeared to be a good deal less uniformity in the pattern in which the daily load is distributed: some not using evening hours regularly, and some (in the "other" category) varying the time at which language is scheduled as a function of progression point in the training project.

Relatively few projects (18%) concentrated their language teaching in the morning hours, despite the fact that that was the most preferred period both by language coordinators and PCT's.

Trainees on the whole felt that the pace of language training (not to be confused with total time, considered above) was about right. Note, however, in Table 4 that the second largest response category was "Somewhat too slow". Phase II pace tends to be regarded as a good deal slower than that in the larger training picture.

Trainee opinion on the utility of a heavier daily language load (than whatever they had) were about equally divided between "No's" on one hand and "Maybe's" and "Yes's" on the other.

The duration of "breaks" and the frequency of absences from class are also reported in Table 4.

Pedagogic Techniques.

The data in Table 5 indicate that the text selected is an important determiner of classroom activities in more than three-fourths of these projects. Although text materials are distributed within the first two weeks in almost two-thirds of the training efforts, reading is not practiced in class in a comparable majority of the projects. Where reading is encouraged/practiced at all, it was not introduced until the third quarter in almost half of the projects.

Writing of the second language was practiced in sixteen (or 33%) of the forty-nine projects. (Where this was done, it was started in week 1-4 in half the instances but delayed at least until week 7-8 in the remaining instances.)

The period of class time left unstructured (e.g., for free conversation or asking questions of teacher) is in almost all cases less than twenty-five per cent and in half, ten per cent or less. In retrospect, language coordinators thought these were proper proportions.

Tutoring was a regular part of training for some (presumably weaker) PCT's in more than half these projects. Language tables and peer teaching were devices also employed in about half the cases.

Trainees report heaviest emphasis in class on pattern practice drills, as would be expected. The fact that more than three-fourths (48 plus 30%) of PCT's report "much" or "very much" stress on phonology is in line with audio-lingual emphasis on authenticity of language. That over fifty per cent of trainees report no or only a very short lag between introduction and comprehension of new material is certainly reassuring. Perhaps less promising

Table 5

PEDAGOGIC TECHNIQUES AND TRAINEE REACTIONS

	Incidence in Training Projects	
	N	%
Extent classroom activities were based on textbook		
Almost entirely	29	63
Moderately	8	17
Entirely	7	15
Sporadically only	2	4
	46	99
Introduction of foreign language printed material		
Week 1 - 2	28	64
Week 3 - 4	11	25
Week 5 - 6	4	9
Week 7 - 8	1	2
	44	100
Reading of foreign language in class		
Yes	18	38
No	30	62
	48	100
Introduction of any reading		
Third quarter of program	14	45
First quarter of program	9	29
Second quarter of program	8	26
Fourth quarter of program	0	0
	31	100
Introduction of writing practice in foreign language		
Week 1 - 4	8	50
Week 5 - 6	1	6
Week 7 - 8	6	38
Week 9 - 10	0	0
Week 11 - 12	1	6
	16	100
Never	33	
Percent of class time left unstructured		
0 - 10 %	23	49
11 - 25	20	43
26 - 50	3	6
Over 50	1	2
	47	100

Table 5 (continued)

PEDAGOGIC TECHNIQUES AND TRAINEE REACTIONS

	Incidence in Training Projects	
	N	%
Language coordinator opinion of amount of unstructured class time		
About right	43	90
Too much	3	6
Too little	2	4
	48	100
Use of individual tutorial sessions		
Regular part of training for some PCT's	25	54
For remedial work only	16	35
Regular part of training for all PCT's	5	11
	46	100
Non-class language activities		
Foreign language spoken at mealtimes	23	47 [a]
Informal supervised conversation	12	24
Role playing, skits	9	18
Tutoring	9	18
Cultural studies, reading	5	10
Living with instructors	4	6
Presentations and panel discussions	5	10
Use of special training "gimmicks"		
None	18	37
Role playing, peer teaching (e.g., drills run by PCT's)	16	52
Labeling of objects, posters	6	19
Audio-visual aids, video taping	5	16
Controlled conversation	5	16
Native attire	4	13
Group identification, competition	4	13
Debates, speeches	3	10
Festivals, demonstrations	3	10
Other	9	29
"Cultural immersion" devices used		
Language tables	29	66 [a]
Prohibition of English	23	53
Simulated host country environment	27	61
Skits and songs	35	80
Other	25	57

[a] The 66% figure may be taken as an "in theory" index, whereas 47% may be more indicative of actual practice since the former comes from a multiple choice questionnaire item and the latter from a write-in item.

Table 5 (continued)

PEDAGOGIC TECHNIQUES AND TRAINEE REACTIONS

	Trainee Responses Mean rank order (1 = most frequent)	S.D.
Class emphasis		
Drills	1.3	.69
Dialogues	2.7	1.01
Free conversation	2.8	1.01
Explanation/lecture	3.1	.98
Other	3.8	1.39
Relative emphasis on choral vs. individual responding in drills	N	%
More on individual responses	221	51
About equal time	128	29
More on group responses	86	20
	435	100
Emphasis on correct pronunciation		
Much	215	48
Very much	132	30
Some	87	20
Very little	10	2
	444	100
Time spent in class in individual problems		
Much	207	46
Some	164	37
Very much	55	12
Very little	22	5
	448	100
Time lag between introduction of new vocabulary items and comprehension		
A very short time	226	51
A moderate time period	164	37
No lag, immediately	43	10
A very long time	12	3
	445	101
Use of realia and visual material in class		
Very little	206	46
Moderate	139	31
None	43	10
Extensive	43	10
Constant	13	3
	444	100

Table 5 (continued)

PEDAGOGIC TECHNIQUES AND TRAINEE REACTIONS

	Trainee Responses	
Frequency of instructor(s) writing material on blackboard (or other surface)	N	%
Frequently	139	32
Occasionally	136	31
Very seldom	110	25
Never	28	6
Almost constantly	27	6
	440	100
Use of English by instructor in class		
Occasional	145	33
Very seldom	137	31
Frequent	130	29
Never	20	5
Almost constant	12	3
	444	101
Amount of class time instructor was talking		
A moderate amount	275	62
A slight amount	98	22
A great deal	54	12
Hardly at all	14	3
	441	99
Incidence of "cultural immersion" period with no English permitted		
Yes	132	30
No	311	70
	443	100
Reaction to "cultural immersion"		
Tremendous value	68	49
Some value	58	42
Very little use/waste of time	12	9
	138	100

Duration of "cultural immersion" period, if any (days)	Mean	S.D.	Range
	15	15.1	1 - 84

	Entire Project or Phase I		Phase II	
PCT general attitude toward their language instruction	N	%	N	%
Favorable	306	69	48	74
The greatest	95	21	11	17
Neutral	39	9	5	8
Negative/terrible	5	1	1	2
	445	100	65	101

for learning is the finding that "realia" and other visual material (other than things put on a chalkboard) were rarely used. It will be disquieting to some to note that almost one-third of the trainees report having instructors who use English in class frequently or almost constantly.[9/]

"Cultural immersion" is a loosely and variably defined training device. Thirty per cent of these PCT's report their project included such an interval, lasting on the average fifteen days and differing in duration very greatly from program to program.

Finally, the general attitude of trainees to their language work may be seen in Table 5. They are for the most part highly pleased, this reaction falling off only slightly in second segments of training projects.

Text Material

It appears from Table 6 that fully three-fourths of these projects used published commercial texts exclusively or along with other printed matter. Over ninety per cent of the language coordinators apparently felt that the text material was satisfactory or better as far as they went. Nevertheless, three-fourths of them adapted the texts specifically for current needs, and almost as many (69%) reported developing new materials for the current project. Most are willing and able to make the adaptations/new materials available to others.

Technical vocabulary lists were used in more than two-thirds of the projects. For the most part they were distributed in list format as well as being inserted throughout the project into pattern practice exercises. Presumably this constituted (at least in part) the adaptation of the text material noted above. As regards dictionaries, bi-lingual dictionaries were obtained by PCT's in about half the projects.

Language Laboratory

Although lab practice is described in Table 7 as obligatory in forty per cent of these projects, and is described as moderately or extremely helpful by over two-thirds of PCT's, it seems to play only a marginal training role. In one-third of the cases where it is used, it occupies only two or less hours per week, in another third only two to five hours are devoted to it per week. Moreover, over half of the trainees (33 and 19%) receive only very little or no individual attention/correction in the language laboratory.

The function of the lab as used in these projects was, for the most part, (67%) simply additional practice of old material. Language coordinators, however, were satisfied with the audio tapes used.

In the second training segments scheduling of language lab was further curtailed, its perceived utility diminishing for trainees.

9/ This does not mean that this is the case in one-third of PC language training classes for it is theoretically possible at least that the 142 PCT's involved (130 plus 12) could all have come from one or two projects.

Table 6

TEXT MATERIALS

	Incidence in Training Projects	
	N	%
Text(s) used		
Published book	34	77
Department of State - FSI materials	11	25
New PC materials	12	27
Existing PC materials	12	27
Other (materials prepared by language staff, largely)	26 a/	62 a/
Suitability of text material as judged by language coordinator		
Extremely good	22	51
Satisfactory	19	44
Poor	2	5
	43	100
Was text material specifically adapted for current training needs?		
Yes	34	77
No	10	23
	44	100
Availability of copies of adapted materials from language coordinator		
Yes	23	72
No	9	28
	32	100
Development of <u>new</u> materials for current project		
Yes	34	69
No	15	31
	49	100
Availability of new materials from language coordinator		
Yes	26	76
No	8	24
	34	100
Use of technical vocabulary list		
Yes	33	69
No	15	31
	48	100

a/ These figures are magnified due to erroneous inclusion by some respondents of books and PC materials under the "other" category.

Table 6 (continued)

TEXT MATERIALS

	Incidence in Training Projects	
	N	%
Presentation of technical vocabulary		
Printed list distributed and incorporated into drills	19	58
Printed list distributed only	4	12
Incorporated into drills only	3	9
Other	7	21
	33	100
Introduction of technical vocabulary		
Throughout program	31	84
At end only	6	16
	37	100
PC trainee use of dictionary		
No	27	55
Yes	22	45
	49	100
Bilingual	21	81
Monolingual	5	19
	26 b/	100

b/ Curiously this total is greater than the twenty-two projects which in the previous question reported use of dictionaries. The four discrepant cases may be instances where some of the PCT's obtained dictionaries on their own without official sanction.

Table 7

LANGUAGE LABORATORY: UTILIZATION AND PERCEIVED UTILITY

	Incidence in Training Projects	
	N	%
Attendance in LL		
Obligatory	19	40
Encouraged	7	15
Voluntary	6	13
Portable tape recorders assigned to trainees	23	48
No LL or tape recorders	6	13
Functions of LL		
Practice of previously learned material only	28	67
Listening practice of new material only	0	0
For familiar and new material	15	36
Other	11	26
Language Coordinator opinion of tapes used		
Satisfactory	31	76
Extremely poor	4	10
Fairly poor	3	7
Extremely good	3	7
	41	100

	Trainee Responses			
	Entire Project or Phase I		Phase II	
	N	%	N	%
Correlation of LL tapes with class work as perceived by PCT's				
Identical	187	58	16	70
Great overlap	75	23	4	17
Small overlap	49	15	2	9
No overlap	11	3	1	4
	322	99	23	100
No tapes used	109			
Hours per week of LL or tape recorder practice				
2-5 hours	104	38	5	26
2 or less	97	35	11	58
6-9 hours	48	18	3	16
More than 13	14	5	0	0
10-13 hours	11	4	0	0
	274	100	19	100

Table 7 (continued)

LANGUAGE LABORATORY: UTILIZATION AND PERCEIVED UTILITY

	Trainee Responses			
	Entire Project of Phase I		Phase II	
	N	%	N	%
Amount of individual correction received in LL				
Some	97	35	7	29
Very little	91	33	7	29
None	52	19	6	25
Very much	38	14	4	17
	278	101	24	100
Attitude toward LL				
Moderately or somewhat helpful	169	57	13	55
Minimally helpful	61	20	3	12
Waste of time	36	12	5	21
Extremely helpful	35	12	3	12
	301	101	24	100

Testing Practices

Table 8 data indicate that in those three-fourths of the projects where trainees were tested during training, the test was oral in forty-two per cent of the cases. But in a quarter of these programs, no tests at all (other than the major FSI testing) were given. Although nearly half of the projects made provisions for giving trainees weekly knowledge of results as to how they were doing, seventeen per cent of the training efforts report never formally doing this at all. The feedback, when provided, came largely from conferences with the language coordinator or, less frequently, with teacher(s).

Ability regrouping of trainees at weekly or bi-weekly intervals was practiced in fifty per cent of these projects. About thirty-five per cent did it less frequently than that, and the remainder did not do it at all.

FSI Speaking tests were administered at the end of training in eighty-five per cent of these projects, at the beginning in thirty-three per cent, at midboards (in "other" category) in sixteen per cent. Note that a small proportion of these training projects never gave FSI tests at all. The rigor and amount of bias in such FSI tests as were given seems open to question due to: 1) the non-standardized practice of giving the test before Final Selection Boards in most projects (85% of the cases) but after boards at some (the remaining 15%); and 2) having different types of personnel do the ratings (including the language coordinator himself in over a quarter of the cases).

Table 8

TESTING PRACTICES AND ABILITY GROUPING

	Incidence in Training Projects	
	N	%
Frequency of formal tests (other than FSI Ratings)		
Weekly	18	42
Never	11	26
Once in the program	4	9
Monthly	3	7
Twice in the program	1	2
Other	6	14
	43	100
Test Format		
Oral	18	37
Multiple choice (written)	7	14
Essay, completion, short answer	10	20
Other	16	33
Frequency of feedback of progress to PCT's		
Weekly	21	45
Never formally	8	17
When problems arose	4	9
Other	14	30
	47	101
Frequency of subjective trainee evaluation reports from instructors to language coordinators		
Daily	18	38
Weekly	18	38
Never	2	4
Other	10	21
	48	101
Frequency of PCT ability grouping		
Weekly	15	33
Two or three times in the program	9	20
Once	8	17
Every two weeks	8	17
Never	6	13
	46	100
Basis of ability grouping		
Current achievement in class	28	60
Modern Language Aptitude Test	15	32
Initial FSI Rating	14	30
Other initial test	6	13
Other	17	36

Table 8 (continued)

TESTING PRACTICES AND ABILITY GROUPING

	Incidence in Training Projects	
	N	%
Occurrence of FSI Speaking tests		
At beginning of program	16	33
At end of program or Phase I	41	85
Never	4	8
Other	14	29
Relation of FSI test to Selection Boards		
1-7 days before Boards	34	81
More than one week after Boards	4	10
More than one week before Boards	2	5
1-7 days after Boards	2	5
	42	101
FSI Proficiency Ratings carried out by:		
FSI personnel	17	44
Language Coordinator	11	28
PC/Washington personnel	6	15
Other	5	13
	39	100

Associations and Relationships

The preceding material has dealt with the incidence of single training features and single trainee attitude dimensions.

In this section we consider the joint incidence of certain training features, the relationship between selected training characteristics on the one hand and perceptual/attitude/satisfaction data on the other, and associations among the latter attitudes themselves. For example, does the frequency of language coordinator visits to classes bear any relationship to the amount of classroom enthusiasm exhibited by instructors? Or, is there any contingency between trainees' general feeling about PC language training and whether or not their project included a period of "cultural immersion"? Or, thirdly, are PCT attitudes toward language training associated with their attitudes toward the training site at which they find themselves?

A point of caution, however, must be raised with regard to all the analyses below. To demonstrate that training feature A is associated with feature B or that practice Y is related to more positive trainee attitudes than practice Z does not establish that A causes B or that Y results in more positive attitudes than Z. In other words, a statistically stable association tells us what tends to occur together but is inconclusive as to whether one of the features is a necessary and sufficient condition to produce the other.

To put it yet another way, the control variables available to a training administrator to influence outcomes must in addition, be based on logical, psychological, and chronological analyses before the causal inference can be made.

Associations Among Training Characteristics

We will present these data under four topics: language type, organization, language coordinator/instructor behavior, and testing.

Language Type. The data and chi square (χ^2) analyses in Table 9 indicate that training projects in exotic languages tend to include more daily language staff meetings but less regrouping of trainees than common language projects. The latter finding is undoubtedly related to the fact that initial variation among PCT's is so much wider in the common languages than in the exotic ones where most PCT's begin at zero proficiency. Also in Table 9 is an association (of only tenuous stability, however, i.e., $.10 < p < .15$) which indicates a tendency, at least, for instructors in exotic languages to work fewer hours per day than their colleagues in Spanish, French, Portuguese, or Pidgin projects. If such a finding were accurate, the question of equitable compensation might of course be raised.

Organization. Table 10 indicates that the practice of regrouping is associated with the size of the training project, those with more PCT's being more likely to "tract" their trainees. From Table 10 it also appears that the amount of use made of tutorial teaching is not independent of the practice

Table 9

ASSOCIATION OF LANGUAGE TYPE
WITH OTHER TRAINING CHARACTERISTICS

	Common [a]	Exotic [b]
Frequency of language staff meetings		
Daily	5 [c]	18
Less often than daily	10	5
	x^2 [d] =7.1; p < .01 [e]	
Frequency of PCT regrouping		
Never or once	0	14
2-3 times/monthly/bi-weekly	6	11
Weekly	12	3
	x^2 = 19.6; p < .001	
Hours per day instructors worked		
6 or less	14	28
7 or more	5	2
	X = 2.3; .10 < p < .15	

[a] Here defined as French, Spanish, Portuguese and Portuguese.

[b] Here defined as all other languages.

[c] All numerals in these tables refer to number of training projects, unless otherwise indicated.

[d] x^2 = chi square, which is a technique to ascertain the presence/absence of association or contingency between two variables or factors.

[e] i.e., the chances that there is no association between language type and frequency of staff meetings is less than 1 in 100.

Table 10

ASSOCIATION OF CERTAIN ORGANIZATIONAL CHARACTERISTICS WITH OTHER TRAINING FEATURES

Number of PCT's in project	Frequency of Trainee Regrouping: 0-3 Times	More than 3 Times
0 - 59	11	8
60 - 99	4	13
100 +	0	5

$x^2 = 7.9$; $p < .05$

Stress on individual tutorial sessions		
Remedial use only	5	9
Regularly for some PCT's	11	14
Regularly for all PCT's	5	0

$x^2 = 6.4$; $p < .05$

Hours per day of language classes	Length of "Breaks" (minutes) as Reported by Trainees: 0-5	6-10	11-15	16-20	21+
0 - 2	9 [a]	17	11	1	0
3 - 4	11	40	35	5	3
5 - 6	15	80	91	38	30
7 +	2	23	15	5	3

$x^2 = 39.0$; $p < .001$

Frequency of instructor rotation	Utilization of Syllabus: None or little	Heavy
Daily, weekly	13	13
Less than weekly	14	3

$x^2 = 3.6$; $.05 < p < .10$

[a] The numbers in this matrix refer to PCT's.

followed with regard to ability (re) grouping. There is a tendency toward less tutoring where there is more "tracking" of PCT's (and vice versa). This should not be surprising, since by definition, homogeneous grouping (and re-grouping) implies fewer stragglers in need of individual help.

The third breakdown in Table 10 should be interpreted to mean that trainees who get longer hours of instruction per day also tend to take/get longer breaks. It will be suggested later that this may not be the optimal strategy for dissipating the additional fatigue generated by longer class hours.

The last matrix in Table 10 describes a marginally stable association which suggests that language coordinators tend to make greater, more systematic use of syllabi/lesson plans when their instructors are rotated more frequently than when not. This finding is reassuring since successful rotation of instructors does seem to require sufficient coordination so that the rotated staff will properly mesh with the realities of the new group/class.

Language Coordinator/Instructor Behavior. The degree to which a language coordinator supervises classroom activities is importantly related to other factors. The data in Table 11 indicate, in the first breakdown, that language coordinators who supervise/observe more assiduously also tend to call more frequent language staff meetings, i.e., both activities seem to be expressions of the amount of involvement/control in/over the language training process. The second breakdown in Table 11 can be taken to mean that there is a stable and positive relationship between the number of instructors any trainee is exposed to[10] and the amount of classroom supervision forthcoming from the language coordinator; the larger the first, the more frequent the second, generally.

The next two analyses of Table 11 (one quite stable, the other tenuous) show that coordinator visits are associated with specific behavior patterns of instructors, viz., the more frequent the visits the more enthusiasm is likely to be shown, and the more attention tends to be given to individual PCT problems.

The last breakdown in Table 11 simply shows that teachers who talk a lot also tend to use more English in class than others. There is likely some non-tautological meaning to this finding, both instructor behaviors possibly being a function of certain types of training projects and/or instructor personality.

Testing. Aside from the known error variance present in FSI Speaking test results due to the use of different raters, Table 12 shows an additional difficulty. The tendency is for PC/Washington personnel and language coordinators to administer the test while the trainees are still highly energized by the (imminent) final selection activity. FSI personnel, when they are the administrators, on the other hand, have, according to these data, a much stronger tendency to schedule the test after final boards, with all the motivational consequences which that very probably implies for trainees.

10/ This factor in itself would be a function of project size, teacher/student ratio, instructor rotation, and PCT regrouping.

Table 11

ASSOCIATION BETWEEN LANGUAGE COORDINATOR/INSTRUCTOR BEHAVIOR AND CERTAIN OTHER TRAINING CHARACTERISTICS

	PCT Reported Frequency of Language Coordinator Visits to Class			
	Several times per week or more	Once or Twice per Month	Once a month or less	Never
Frequency of language staff meetings				
Irregularly/monthly/weekly	24	56	48	13
Daily	83	48	16	22
		$x^2 = 49.3$; $p < .001$		
Number of different instructors to which PCT's were exposed				
1 - 2	6	26	17	10
3 - 4	20	27	6	3
5 - 6	43	26	18	9
7 - 8	26	28	18	5
9 - 10	32	18	5	12
11 +	33	18	15	10
		$x^2 = 63.6$; $p < .001$		
Instructor classroom attitude				
Very enthusiastic	91	69	34	22
Mildly enthusiastic	61	57	28	19
Neutral/apathetic	6	15	18	6
		$x^2 = 21.1$; $p < .01$		
Attention given to individual trainee problems in class				
Very much	21	16	6	10
Much	81	65	36	20
Some	53	59	33	14
Very little	4	6	6	5
		$x^2 = 14.0$; $.10 < p < .15$		

Table 11 (continued)

ASSOCIATION BETWEEN LANGUAGE COORDINATOR/INSTRUCTOR BEHAVIOR AND CERTAIN OTHER TRAINING CHARACTERISTICS

Proportion of time instructor(s) talk in class	Instructor's Use of English in Class: Frequently/ Constantly	Occasional	Seldom/ Never
Large	21	16	17
Moderate	100	90	84
Slight	18	36	44
Almost not at all	2	1	10

$X = 23.3$; $p < .001$

Note: The numbers in all the matrices in this table refer to PCT's.

Table 12

THE RELATIONSHIP BETWEEN THE IDENTITY OF THE
FSI SPEAKING TEST ADMINISTRATOR
AND THE TIME OF ADMINISTRATION

	Administration of FSI Test		
Time of administration	PC/Washington Staff	FSI Staff	Language Coordinator
Before Final Selection Boards	6	10	11
After Final Selection Boards	0	6	0

$x^2 = 7.8; p < .05$

Associations Between Training Characteristics and Attitudes

Here we examine certain contingency relationships that maintain between the objective reality of certain training practices and subjective reactions/perceptions on the part of trainees and, to some extent, of language coordinators.

Attitude Toward PC Language Training. In Table 13 the first group of analyses indicate, respectively, that trainees feel most positive about language study when:

a. the training includes a period of "cultural immersion".

b. they are in class an intermediate number of hours (but more than four per day.

c. there is little emphasis on explanation or lectures in class.

d. drilling is stressed.

e. the amount of individual responding is equal to or slightly greater than the amount of choral responding.

f. instructors either do not or only slightly use English in class.

The second group of breakdowns in Table 13 is presented only as suggestive due to the fact that these apparent associations with general trainee attitude could have occurred ($.05 < p < .15$) by chance alone, i.e., they are of marginal significance. These data suggest that PCT's tend to be happier with their language training when:

a. the language coordinator visits classes very frequently.

b. there is either no/minimal regrouping of trainees or frequent (bi-weekly or more) reassignment, but not an intermediate degree.

c. instructors pay attention to individual trainees' problems.

d. visual materials are used.

e. there is not heavy stress on free conversation in class.

PCT Identification with Instructors. The chi square analyses in Table 14 point to the following relationships. Trainees like their instructors on a personal level the most in smaller training projects, where, presumably there is more opportunity for familiarity. However, the relationship is not linear, so that in the largest projects (100 or more PCT's) the feeling toward the teachers is not the coldest. It is rather the intermediate sized projects where there is the least tendency to relate very much to the teachers. This suggests that other variables are (also) operative.

Table 13

ASSOCIATION BETWEEN GENERAL ATTITUDE ABOUT PC LANGUAGE TRAINING AND VARIOUS TRAINING PRACTICES

	PCT Feeling About Their Language Training		
Exposure to "Cultural Immersion"	Negative/ Neutral	Favorable	Highly Favorable
Yes	4	97	30
No	39	206	63
	$x^2 = 9.6$; $p < .01$		
Hours per day of language classes			
0 - 2	3	27	8
3 - 4	18	61	14
5 - 6	16	185	57
7 +	7	29	12
	$x^2 = 16.0$; $p < .05$		
Stress on explanation/lecture in class			
Heavy	19	69	19
Moderate	6	81	26
Light	12	114	37
	$x^2 = 11.7$; $p < .05$		
Stress on drills in class			
Heaviest	23	228	78
Heavy	6	49	12
Moderate/Light	10	18	2
	$x^2 = 25.6$; $p < .001$		
Stress on individual vs. choral responding			
Much more individual	22	82	22
More individual	5	62	25
Equal	8	94	25
More choral	8	58	20
	$x^2 = 14.2$; $p < .05$		
Instructor use of English in class			
Constant/frequent	15	97	28
Occasional	19	85	40
Seldom/Never	10	120	26
	$x^2 = 11.6$; $p < .05$		

Table 13 (continued)

ASSOCIATION BETWEEN GENERAL ATTITUDE ABOUT PC LANGUAGE TRAINING AND VARIOUS TRAINING PRACTICES

	PCT Feeling About Their Language Training		
	Negative/ Neutral	Favorable	Highly Favorable
Frequency of language coordinator visits to class			
Several times a week or more	11	103	45
Once or twice a month	17	101	27
Once a month or less	9	58	12
Never	7	34	8
	$x^2 = 9.7$; $.10 < p < .15$		
Frequency of PCT regrouping			
0 - 1 time	12	90	41
2 - 3 times/monthly	9	56	10
Weekly/bi-weekly	12	126	42
	$x^2 = 7.9$; $.05 < p < .10$		
Instructor attention to individual PCT's			
Very much	1	33	16
Much	19	145	41
Some	19	108	35
Very little	5	14	3
	$x^2 = 10.5$; $.10 < p < .15$		
Use of visual materials in class			
None	9	22	12
Very little	20	144	38
Moderate	13	95	31
Extensive/constant	2	41	13
	$x^2 = 11.4$; $.05 < p < .10$		
Stress on free conversation in class			
Heaviest	9	35	4
Heavy	9	74	22
Moderate	12	92	36
Light	9	82	26
	$x^2 = 10.4$; $.10 < p < .15$		

Note: The numbers in all the matrices in this table refer to PCT's.

Table 14

ASSOCIATION BETWEEN DEGREE OF PCT IDENTIFICATION
WITH INSTRUCTORS AND CERTAIN TRAINING PROJECT CHARACTERISTICS

	Trainee Reaction to Instructors as People	
	Negative/Neutral/ Mildly Positive	Very Positive
Number of PCT's in training project		
1 - 59	3	59
60 - 99	38	144
100 +	14	151
	$x^2 = 16.1$; $p < .001$	
Frequency of PCT regrouping		
0 - 1 Time	7	136
2 - 3 Times/ monthly	11	64
Bi-weekly or more	33	148
	$x^2 = 13.0$; $p < .01$	
Proximity of Instructor quarters to PCT's		
Off training site	20	37
On training site - different building(s)	5	63
Same building(s) - different rooms	17	161
Same rooms	4	14
	$x^2 = 26.9$; $p < .001$	
Instructor attitude		
Very enthusiastic	14	205
Mildly enthusiastic	42	128
Neutral/apathetic	19	26
	$x^2 = 49.6$; $p < .001$	

Note: The numbers in all the matrices in this table refer to PCT's.

One such variable, it appears, is the frequency with which PCT's are regrouped or "tracked". More frequent reassignment [11] is associated with less positive feeling for instructors, probably because, under those circumstances, rapport has less time to develop.

The third breakdown in Table 14 indicates, as one would suspect, that the living accomodations for instructors and the resultant availability/fraternizing opportunities presented are associated with trainees' liking of them, as people. Thus there is the tendency to relate much less to instructors who live off the training site than to those who live on the site. As in one instance before, however, the closest proximity, living in the same rooms, does not appear to be associated with maximum identification with teachers. Instead, the latter reaction is most often found in physical arrangements involving intermediate proximity/availability.

Moreover, as shown in the last analysis of Table 14, relating to the teacher as a person is rather closely associated with the degree of enthusiasm he exhibits in class.[12]

Reactions to Time Span and Training Load. The first breakdown in Table 15 indicates two facts. First, the identical 3 and 14 frequencies for "Too Fast" and "Too Slow" for both PCT's who had the shortest and longest daily training schedule indicates that pace of training is not synonomous with amount of daily training. Secondly, however, the significant chi square points to some sort of stable association between the two factors. It would appear that those trainees receiving three to four hours of instruction per day tend disproportionately to judge their training pace as too slow, but not as a simple function of time.

The second Table 15 analysis shows a tendency for a trainee's perception of pace to be contingent with his time lag in understanding new material: pace being judged fast when comprehension is slow.

Now, how do trainees react to the prospect of increased daily language instruction? The third breakdown in Table 15 indicates that the answer is related to the actual number of hours they were getting. The greater the actual number of hours, the less receptive PCT's were to additional training, a not surprising result.

The last two parts of Table 15 are suggestive only, due to their marginal probability levels. According to these data, the language coordinator is more likely to be satisfied with the total number of hours devoted to language when there has been: relatively frequent regrouping of trainees, and no or only general use of lesson plans.

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[11] A practice which was itself found associated with larger training projects in Table 10.

[12] Or, to be more precise, with the trainee's perception of the degree of enthusiasm exhibited in class.

Table 15

ASSOCIATION BETWEEN PCT AND LANGUAGE COORDINATOR'S TIME PERCEPTIONS AND VARIOUS TRAINING FACTORS

Number of hours per day of language class	PCT Perception of Pace of Language Training		
	Too Fast	O.K.	Too Slow
0 - 2	3 [a]	21	14
3 - 4	7	47	40
5 - 6	30	162	63
7 +	3	32	14

$x^2 = 12.7$; $p < .05$

Lag in understanding new material			
Long/moderate time	26 [a]	107	43
Very short time	13	133	75
Immediately	3	28	12

$x^2 = 11.6$; $p < .05$

Number of hours per day of language classes	PCT Reaction to Increased Daily Hours of Language Training		
	Positive	Doubtful	Negative
0 - 2	21 [a]	10	8
3 - 4	42	27	25
5 - 6	50	81	128
7 +	2	7	40

$x^2 = 69.6$; $p < .001$

Frequency of PCT Regrouping	Language Coordinator Opinion of Total Number of Language Hours	
	Adequate/Excessive	Inadequate
0 - 3 Times	11	12
4 + Times	17	5

$x^2 = 3.2$; $.05 < p < .10$

Use of syllabus/lesson plans		
None/general type	22	7
Detailed type	9	10

$x^2 = 3.0$; $.05 < p < .10$

[a] The numbers in this matrix refer to PCT's.

Comprehension Lag. According to the data of Table 16, new material tends to be understood quicker when there is:

a. heavy emphasis on explanation/lectures.

b. heavy emphasis on free conversation.

c. moderate/light emphasis on drills.

These results are in clear conflict with "idealized" audio-lingual teaching methodology (Brown and Fiks, 1967) which, of course, eschews the first two approaches and stresses pattern practice drilling. The importance of comprehension lag as a variable in the language training system remains to be established. Meaningfulness of content does turn out to be a highly critical variable in laboratory experiements on verbal learning. As pointed out earlier in Table 13, however, trainees like to have little lecturing and lots of drilling.

The last breakdown in Table 16 has a further interesting finding, viz., that shorter comprehension lag, or quicker understanding of new foreign language material tends to be associated with non-use of English in the classroom. Thus, the reality seems to be that English translations are not given in those situations where trainees comprehend new material immediately or very quickly. Rather, speculating for a moment, it would seem that teachers use English in desperation/frustration after they see that trainees do not understand previously presented material.

Attitude toward Language Lab. As clearly seen in Table 17, how useful the lab (or tape recorder work) is judged by PCT's is closely related to how seriously it is taken by the training staff. Trainee reaction is most positive when language lab is scheduled for substantial amounts of time per week and when extensive individual monitoring and correction is carried out in the lab. Based on this writer's observations, language lab is too often seen by instructors as a time to relax, particularly if unfamiliar with the equipment and untrained for their proper functions in the lab.

Absences.[13/] Table 18 indicates that there is some tendency for number of absences to increase as hours per day of language classes increase. Moreover, the second breakdown shows a tendency for fewer absences to be associated with training projects in which trainees have few instructors.

Associations Among Attitudes

Table 19 presents data indicating that trainees who are highly favorable toward their language classes also tend:

1. to be satisfied with the training site and facilities.

2. to identify with their teachers as individuals.

13/ Absences are here taken to be in part a non-verbal expression of attitude. Evidence to support such an assumption may be found in Table 19.

Table 16

ASSOCIATION BETWEEN COMPREHENSION LAG
AND VARIOUS TRAINING TECHNIQUES

	Time Lag in Understanding New Material		
	Long/Moderate	Very Short	Immediate
Class emphasis on explanation/ lecture			
Heavy	43	45	20
Moderate	51	56	5
Light	55	95	13
	$x^2 = 18.0$; $p < .01$		
Class emphasis on free conversation			
Heaviest	13	26	9
Heavy	37	62	4
Moderate	53	74	15
Light	57	48	12
	$x^2 = 16.8$; $p < .05$		
Class emphasis on drills			
Heaviest	124	155	22
Heavy	20	28	7
Moderate/light	8	15	8
	$x^2 = 12.6$; $p < .05$		
Instructor use of English			
Constant/frequent	61	69	11
Occasional	65	68	10
Seldom/never	48	86	22
	$x^2 = 10.4$; $p < .03$		

Note: The numbers in all the matrices in this table refer to PCT's.

Table 17

ASSOCIATION BETWEEN TRAINEE REACTION TO LANGUAGE LAB AND TWO OF ITS CHARACTERISTICS

	Attitude Toward Language Lab		
	Positive	Neutral	Negative
Number of hours per week of lab			
Less than 2	25	25	45
2 - 5	35	29	39
6 - 9	26	19	3
10 +	23	2	0
	$x^2 = 62.4$; $p < .001$ [a]		
Amount of individual attention received in lab			
Very much	31	5	2
Some	43	33	20
Very little	24	19	47
None	11	16	22
	$x^2 = 64.2$; $p < .001$ [a]		

Note: The numbers in all the matrices in this table refer to PCT's.

[a] x^2 calculated from a larger matrix of these same data.

3. to be absent from class less frequently.

4. to have instructors with enthusiastic attitudes.

And finally, in the last breakdown of Table 19, there is evidence of a tendency to be absent more frequently if the training pace is judged to be too slow.

The above associational analyses do not exhaust the data supply. There remain a host of other questions that might be put forward and that can now be answered, all the limitations of this research project, particularly in terms of sampling, notwithstanding.

Table 18

ASSOCIATION BETWEEN PCT ABSENCES
AND TWO TRAINING FACTORS

Hours per day of language classes	Number of times Absent from Language Class			
	7+	5 - 6	3 - 4	0 - 2
0 - 2	1	6	6	26
3 - 4	5	8	30	51
5 - 6	26	31	69	127
7 +	10	2	10	26
	$x^2 = 27.6$; $p < .01$ [a]			
Number of instructors to which exposed				
1 - 4	7	16	26	69
5 - 8	21	19	49	84
9 +	12	11	42	79
	$x^2 = 33.3$; $p < .05$ [a]			

Note: The numbers in all the matrices in this table refer to PCT's.

[a] X^2 calculated from a larger matrix of these same data.

Table 19

RELATIONSHIPS AMONG ATTITUDES

PCT Attitude toward training site/facilities	PCT Feeling About Their Language Training: Negative/Neutral	Favorable	Highly Favorable
Intolerable/poor	10	38	10
Neutral	12	53	10
Satisfactory	14	143	47
Excellent	7	69	27

$x^2 = 13.3$; $p < .05$

PCT Reaction to Instructors as People			
Negative/neutral	3	12	0
Mildly positive	14	43	5
Very positive	27	248	89

$x^2 = 24.1$; $p < .001$

Number of times absent from language class			
7 +	7	33	2
5 - 6	8	31	7
3 - 4	10	84	21
0 - 2	19	152	63

$x^2 = 18.9$; $p < .05$ [a]

Instructor classroom attitude			
Very enthusiastic	11	139	69
Mildly enthusiastic	19	124	25
Neutral/apathetic	11	33	1

$x^2 = 38.3$; $p < .001$

Number of times absent from language class	PCT Perception of Language Pace: Too Fast	O.K.	Too Slow
7 +	7	14	21
5 - 6	4	25	18
3 - 4	9	72	36
0 - 2	23	152	55

$x^2 = 31.2$; $p < .001$ [a]

Note: The numbers in all the matrices in this table refer to PCT's.

[a] x^2 calculated from a larger matrix of these same data.

Qualitative Data

The utility of the LATRAD system must be based, in part at least, on its relevance to the operational needs of language coordinators, particularly to the extent they are inexperienced with PC training.

Accordingly we itemize below various data lists or rosters which are (with one exception) given in the Appendix section of this report. We hasten to add, however, that these materials are not meant to be a closed, exhaustive data bank, but rather the start of an open LATRAD file to be augmented and updated continuously or periodically.

Language Resources

Appendix C containes a listing of agencies contacted for country resource materials and some names of outside language consultants who aided in the planning of these projects.

Instructional Staff

Names, (most permanent) addresses, and indication of superior competency have been collected for about four hundred instructors in about twenty languages. Appendix D lists the languages and the number of names for each.

Linguistic Problems

Appendix E presents a roster of linguistic difficulties for PCT's arranged by languages from the experience of language coordinators. Language coordinators without extensive linguistic knowledge may find such data useful.

Visual Aids

A listing of realia and other visual material used in classes is given in Appendix F.

Records

Some language coordinators did keep records during the training project (other than Spanish music). A roster of these is presented in Appendix G.

Language Integration

Instances where language and other training elements mesh are considered desirable both by trainers and trainees. Notable examples (or their absence) from the projects surveyed are presented as Appendix H.

Comments

Respondents to the language coordinator questionnaire were invited to comment if some aspects of their training program were inadequately covered by the questions. These comments are listed in Appendix I.

Miscellaneous Information

Several other inputs were coded and entered into the LATRAD system, viz.: names of training institutions, sex of language coordinators, and names of text materials. These are simply listed in Appendix J because they were not used in any of the preceding analyses.

REFERENCES AND APPENDICES

REFERENCES

Brown, G.H. and Fiks, A.I., Modern Approaches to Foreign Language Training, Technical Report 67-15, HumRRO, George Washington University, 1967

Fiks, A.I., The Language Training Documentation System, Final Report, Peace Corps Contract No. 80-1524, 1967.

Appendix A

LANGUAGE TRAINING DOCUMENTATION/LANGUAGE COORDINATOR

(LATRAD/LC)

1. Name of Training Project: _____

2. Project No. _____

3. Your full name, please: _____

4. Your (most) permanent address: _____

5. Name of Training Institution: _____

6. Trainee reporting date: _____

7. Date of end of (your portion of) training: _____

8. Were these trainees to get any further training?

   1- No

   2- Yes, in-country

   3- Yes, at PC Training Center

   4- Yes, in a third country

   5- Yes, in the field in U.S.

   6- Other. What? _____

9. What was the first (or only) foreign language taught?

   Language: _____

10. What <u>other</u> foreign language(s) was (were) taught, if any?

    Other Language(s): _____

Do Not Fill In

Code: _____

Code(s): _____

_____

_____

11. If other foreign language(s) taught:

    1- Given to all trainees

    2- Given only to some trainees

    3- A different other language given to different subgroups of trainees

12. What sort of training site(s) was (your portion of) the program conducted in, and for how long?

	<u>Site</u>	<u>Duration</u>
1-	College Campus	_____ weeks
2-	PC Training Camp	_____ weeks
3-	Field-Site (e.g., Job Corps Camp, Slum Environment)	_____ weeks
4-	In-Country	_____ weeks
5-	Other. What? _____	_____ weeks

13. How many trainees were in the program at the beginning?

1- Under 20
2- 20-39
3- 40-59
4- 60-79
5- 80-99
6- 100-119
7- Over 119

14. What average teacher/student ratio did your language classes have?

1:___

15. During the regular training period, language instruction comprised:

1- A large number of hours per day initially, diminishing later on
2- A small number of hours per day initially, increasing later on
3- A fairly constant number of hours per day throughout the program
4- Several weeks of time with no other training but language all day, every day

16. How many hours of formal language instruction per day did trainees receive? (Circle whatever numbers apply.)

	HOURS					
	0	1-2	3-4	5-6	7-8	Over 8
At the beginning of the program?	-1	-2	-3	-4	-5	-6
In the middle?	-1	-2	-3	-4	-5	-6
Towards the end?	-1	-2	-3	-4	-5	-6

17. How were these hours typically distributed?

1- Concentrated in afternoon
2- Concentrated in forenoon
3- Fairly evenly divided between forenoon and afternoon
4- Fairly evenly divided among forenoon, afternoon, and evening
5- Other. What?_____

18. State the two-hour period in the day you consider best for language learning.

1- From _____ AM/PM To _____ AM/PM
2- No Preference

19. How many total hours (NOT hours per week) were in fact (NOT theory) devoted to formal language study?

_____hours (Take a few moments to figure it out accurately, please)

in a total of _____ weeks

Do Not Fill In

FL D=Tot.F
/#wks. (16
=_____

20. Given the training objective of your program and the trainees you had, how do you regard the number of hours given to language?

1- More than adequate
2- Adequate
3- Insufficient

21. Of the actual total number of language hours indicated, how were these divided as among:

Class?_____hours

Language Lab?_____hours

Other?_____hours What?_____

_____

22. What use, if any, was made of non-class hours for language learning?

_____

_____

23. The instructors were all (or preponderantly):

1- U.S. natives

2- Host country natives

3- Third country natives. Which? (predominantly, if more than one)

_____

24. If instructors were non-U.S. natives, where were they recruited?

1- Abroad for this program

2- In U.S. (i.e., they were here already)

25. Specifically, whom did you contact for names of potential instructors?

1- College/University language department(s)

2- Embassies

3- PC/Washington language staff

4- Other. Who?_____

26. What do you consider the one most critical factor to consider in the decision as to whether or not to hire a particular instructor-applicant?

1- Age

2- Teaching Experience

3- Educational Background

4- Adaptability to new teaching method(s)

5- Identification with Peace Corps

6- Adaptability to unusual physical environments

7- Other. What?_____

_____

27. At the start of the program, the majority of instructors:

1- Had had no prior experience teaching the language

2- Had done prior language teaching in non-PC context(s)

3- Had done prior PC language teaching. If possible, give program(s) and date(s).

_____

_____

28. The actual length of your teacher training or orientation period was:

1- Zero (unnecessary or insufficient time)

2- 1-2 days

3- 3-7 days

4- 8-14 days

5- More than 2 weeks

29. If teacher training was done, what was involved? (Circle any that apply)

1- Lectures

2- Demonstration by language coordinator

3- Teacher practicing a third language as a student would

4- Teacher practicing prescribed teaching method on trial group of students

5- Teacher practicing teaching method on fellow teachers

6- Other technique. What?_____

_____

30. Actual number of language instructors (informants):_____

31. Their names and academic (or other most permanent) addresses, please. THIS INFORMATION IS IMPORTANT. Consult office records, if necessary. Also, check the names of the <u>two</u> you consider most effective.

Check	Names	Street address or Institution	City	State or Country

(Continue on bottom margin, if necessary)

32. What were the living arrangements for the instructors? (for your part of the program, if not its entirety)

1- Living at same site as trainees, but in different building(s)

2- Living in same building(s) with trainees, but in separate rooms

3- Living in same rooms with trainees

4- Not living at training site

5- Other. What?_____

33. How many hours per day did instructors typically work?

1- 4 or less
2- 5-6
3- 7-8
4- more than 8

34. How many days off per week did instructors typically get?

1- None
2- One
3- Two
4- More than two

35. How often, if ever, were instructors rotated from class to class?

1- Daily
2- Weekly
3- Monthly
4- Other. When?_____

36. Which of any of the agencies below did you contact for country resource material in planning this program?

	If yes, office or person
AID	_____
Airlines	_____
Center for Applied Linguistics	_____
Department of State	_____
Embassies	_____
FSI	_____
UN Delegation	_____
USIA	_____

37. What <u>other</u> non-PC sources do you know of for good host country materials.

1- None

Source (including address)	Kind of Materials
_____	_____
_____	_____
_____	_____

38. Did you find it useful to consult with any outside language consultants?

1- No
2- Yes

If yes, please give:

Name_____

Address_____

Consulting Topic:_____

_____

39. Which style better describes the language component of your training program?

1- Formal, structured

2- Informal, unstructured

40. What do you consider to be the three most serious linguistic difficulties (in specific structures or sounds) for Americans studying the _____ language? (fill in)

1-_____

_____

2-_____

_____

3-_____

_____

41. Did you make use of a syllabus or lesson plans which indicated to instructors how much (text) material to cover in a given amount of time?

1- No

2- Yes, but only grossly, or only minima and maxima

3- Yes, followed such plans in detail

42. If yes, what time period did the plans encompass?

1- One day

2- Several days

3- One week

4- Several weeks

5- Other. What?_____

43. When, if at all, were trainees first given printed materials in the target language?

1- Week 1-2

2- Week 3-4

3- Week 5-6

4- Week 7-8

5- Week 9-10

6- Week 11-12

7- Week 13 or later

44. Was reading the target language ever explicitly practiced in class

By beginners or by all?	By intermediates only?	By advanced only?
1- Yes	3- Yes	5- Yes
2- No	4- No	6- No

45. If yes for any group, when was such practice begun for the largest group of students?

1- First quarter of program

2- Second quarter of program

3- Third quarter of program

4- Fourth quarter of program

46. If the standard orthography of the target language does not use the Roman alphabet, what was the nature of any printed text materials?

1- Target language orthography

2- Romanization

3- Both

47. If writing was taught, when was it first practiced

	By beginners or by all?	By intermediates only?	By advanced Only?
Week 1-4	-1	-1	-1
Week 5-6	-2	-2	-2
Week 7-8	-3	-3	-3
Week 9-10	-4	-4	-4
Week 11-12	-5	-5	-5
Week 13 or later	-6	-6	-6

48. How did you decide how much to stress reading and writing skills? (Be concrete)

_____

_____

49. About what per cent of classtime, if any, was unstructured (i.e., left for free conversation or asking questions of instructor?)

	With beginners or with all	With intermediates only	With advanced Only
0-10%	-1	-1	-1
11-25%	-2	-2	-2
26-50%	-3	-3	-3
Over 50%	-4	-4	-4

50. On looking back, this amount of time was probably

1- Too little

2- About right

3- Too much

51. Short of in-country training, what, if any, "cultural immersion" devices did you use?

1- Language tables

2- Prohibition of English

3- Simulated host country environment

4- Non-class skits and songs

5- Other. What?_____

_____

52. Were there any special training "gimmicks" that you used and found effective?

1- No

2- Yes:_____

_____

_____

53. What text/printed materials were used?

1- Published book: (Please furnish this unless title is well known.)
Title:_____
Author:_____
Publisher:_____
Copyright Date:_____

2- Foreign Service Institute texts:

Title:_____
Date:_____

PC materials: 3- Developed for this project
4- Developed for previous projects

Title:_____
Format:_____

5- Other. What?_____

_____

54. To what extent did classroom activities come directly from the text(s) named?

	For beginners or for all	For intermediates only	For advanced only
Entirely	-1	-1	-1
Almost entirely	-2	-2	-2
Moderately	-3	-3	-3
Text used sporadically or for reference only	-4	-4	-4

55. How suitable for your purposes did you find this text material (after adaptation, if any)?

1- Extremely good

2- Satisfactory

3- Fairly poor

4- Extremely poor

56. Did you and/or your staff adapt the text materials in some way for this particular training group?

1- Yes 2- No

57. If yes, are copies of the adapted materials available from you?

1- Yes 2- No

58. What new language materials did you develop for this particular program?

1- None

2-_____

_____

59. If you did, are copies available from you?

1- Yes

2- No

60. Did you prepare any specific nomenclature or technical vocabulary lists?

1- No

2- Yes

61. How were these presented?

1- Printed version handed out to trainees

2- Incorporated into drills or dialogues

3- Both 1 and 2

4- Other. How?_____

62. When in the program was such vocabulary presented?

1- At beginning only

2- At end only

3- Distributed throughout program

63. Did trainees get a dictionary?

1- No 2- Yes

64. If yes, what type?

1- Bilingual

2- Monolingual

Title_____

Publisher_____

Date (if possible)_____

65. What visual aids (other than wall decorations) were used?

_____

_____

. What records, if any, did you keep during the training program?

_____

_____

_____

67. How often did you hold language staff meetings?

1- Never
2- Irregularly, less than four in all
3- Irregularly, four or more in all
4- Monthly
5- Weekly
6- Daily
7- Other.
What?_____

68. In your language staff conference sessions, what was the most recurrent problem discussed? _____

_____

69. How frequently did you have contact with the PC/Washington Training Officer (not local Project Director)?

	No. of Times
During planning stage?	_____
In first half of program?	_____
In second half of program?	_____

70. Typically, the communication was:

1- By telephone/telegram
2- By letter
3- In person

71. In retrospect and in your opinion was this number of contacts, if any, with the Washington Training Officer:

1- About right?
2- Too many?
3- Too few?

72. By whom were the majority of these communications initiated?

1- Training Officer
2- Language Coordinator

73. How often (if ever) did you deliberately meet with the Cross-Cultural Studies Coordinator for joint planning of training, materials development, etc.?

1- Never
2- Seldom
3- Frequently

74. When did it occur (if ever)?

1- Before program began
2- At beginning of program
3- Towards the end of program
4- Throughout the program

75. Describe in concrete terms the most notable instance in the program when one other training component and language were combined: (if none notable, so state)

_____

_____

_____

_____

76. How often, if at all, were formal tests given (other than FSI testing)?

1- Never
2- Once
3- Twice
4- Monthly
5- Weekly

77. If (any) non-FSI tests were given, what was their (usual) format?

Type of test question or item:_____

_____

Type of student response:_____

_____

78. How often (if at all) were trainees informed as to their progress?

1- Not done formally
2- Irregularly only, when problems arose
3- Monthly
4- Weekly
5- Other. What?_____

_____

79. In what manner (if at all) were trainees so informed?

1- Interview with coordinator
2- Interview with teacher
3- Other. How?_____

80. Did the instructors systematically provide you with trainee evaluation data? (<u>other than test scores</u>)

1- No
2- Yes

81. If yes, how frequently?

1- Daily
2- Weekly
3- Other. What?

_____

82. What type of evaluations were these?_____

_____

83. How many times, if any, were <u>trainees</u> grouped (and regrouped) on the basis of language ability/proficiency?

1- Never
2- 1
3- 2-3
4- Monthly
5- Bi-weekly
6- Weekly
7- Daily

84. What measures of ability were used to group the trainees?

1- MLAT

2- FSI test at beginning

3- Non-FSI test at beginning

4- Achievement data from the training project (including class observation)

5- Other. What?_____

85. At what point(s) did trainees get FSI test(s)?

1- At beginning of program

2- At end of program (or end of portion of program)

3- Never

4- Other. When?_____

86. If FSI test was given at end of program (or end of a portion) at what point in time was it?

1- More than one week before Final (or Mid) Selection Boards

2- 1-7 days before Final (or Mid) Selection Boards

3- 1-7 days after Final (or Mid) Selection Boards

4- More than one week after Final (or Mid) Selection Boards

87. Administered by:

1- PC/Washington personnel

2- FSI personnel

3- Language Coordinator

4- Other. Who?_____

88. Was tester certified by FSI?

1- No

2- Yes

89. Which applied to your program with regard to language lab usage?

1- Lab attendance obligatory

If so, what hours of day, generally?_____

How many hours per week?_____

2- Lab attendance encouraged

3- Lab attendance voluntary

4- Portable tape recorder(s) assigned to groups of trainees

5- No language lab or tape recorders

90. If individual tape recorder(s) were used, were these purchased or leased under this particular PC training contract?

1- No 2- Yes

91. If lab or recorder(s) were used, indicate the function:

1- Used for practice of previously encountered material only

2- Used for listening practice of new material only

3- Used for familiar and new material

4- Other. What?_____

92. Describe in concrete terms how your tapes, if any, were prepared.

_____

_____

_____

1- Used previously developed tapes.

Identify:_____

93. What is your professional opinion of these tapes?

1- Extremely poor 3- Satisfactory

2- Fairly poor 4- Extremely good

94. To what extent, if any, were individual tutorial sessions a part of your program?

1- Not at all

2- For remedial work only

3- Regular part of training for some trainees

4- Regular part of training for all trainees

95. Are there any germane characteristics of the language program which the above questions did not tap and which you feel should be mentioned?

_____

_____

_____

_____

PEACE CORPS

Washington, D. C. 20525

Dear Language Coordinator:

Your training program (or at least your portion of it) is over or nearly over. You probably feel in part relieved, in part satisfied, and in part frustrated. We hope that filling out the attached questionnaire, candidly and to the best of your ability, will provide you with a certain amount of closure--like pasting photographs of a trip in an album.

As for the larger purpose of the questionnaire, the interest is in documenting what actually occurred in each training program insofar as language is concerned. Thus, when this system is fully implemented, all language coordinators will complete this form at the end of each training project.

The information will then be combined with other data (from trainees, selection, etc.) and will be kept in Washington to be consulted as desired by language coordinators in subsequent projects, and by researchers and policy makers. Your cooperation will contribute to better training and a still more effective Peace Corps.

For the questions listing alternatives, please indicate your answer by drawing a circle around the number of your choice. If the training project had more than one portion to it (e.g., subsequent "in-country training"), the frame of reference for all these questions is to be the portion(s) of the project during which you were responsible for language training.

Also, if more than one language was taught in the project, indicate when any of your answers differ for the two or more languages. A return envelope is provided. A quick response on your part will permit earlier inputs to subsequent projects.

On behalf of future training efforts, we thank you sincerely for your cooperation.

Sincerely,

Allan Kulakow
Director
Division of Language
Training
Office of Training

CLEARANCES:

Dick Bowman, OT/LA
Harry Freeman, OT/NANESA
Paul Cromwell, OT/AF
Gordon Schimmel, OT/EAP

Appendix B

LANGUAGE TRAINING DOCUMENTATION/ TRAINEE

(LATRAD/T)

1. Name of Project: _____

2. Date Training began: _____

3. Training Site(s): _____

4. Your Name: _____

5. VQ Number: _____ (Be sure to give your number, even if you have to look it up.)

6. Which statement best describes how you <u>feel</u> about PC language training?

   1. Terrible
   2. Negative
   3. Marginal
   4. Favorable
   5. The greatest

7. How do you feel about the total <u>number of hours</u> devoted to language study?

   1. Too few, should have more
   2. About right
   3. Too many, should have less

8. How do you feel about the <u>pace</u> of the language program?

<u>ENTIRE PROGRAM OR 1ST RTION IF MORE THAN ONE</u>	<u>2ND PORTION (IF ANY) (E.G. IN-COUNTRY TRAINING)</u>
1- Much too fast	-1
2- Somewhat too fast	-2
3- About right	-3
4- Somewhat too slow	-4
5- Much too slow	-5

9. How many different instructors did you personally have throughout the program?

_____ _____

10. How much time did your language instructor(s) spend talking in class (as opposed to trainees)?

ENTIRE PROGRAM OR 1ST PORTION	2ND PORTION (IF ANY)
1- A great deal	-1
2- A moderate amount	-2
3- A slight amount	-3
4- Hardly at all	-4

11. How much use of real objects, pictures, or drawings did your instructor(s) make in class?

1- None	-1
2- Very little	-2
3- Moderate	-3
4- Extensive	-4
5- Constant	-5

12. How often did your instructor(s) use English in class?

1- Almost constantly	-1
2- Frequently	-2
3- Occasionally	-3
4- Very seldom	-4
5- Never	-5

13. How much attention did your instructor(s) generally pay to correct pronunciation?

ENTIRE PROGRAM OR 1ST PORTION	2nd PORTION (IF ANY)
1- Very little	-1
2- Some	-2
3- Much	-3
4- Very much	-4

14. How much attention did your instructor(s) generally give to difficulties of individual trainees before moving on?

1- Very much	-1
2- Much	-2
3- Some	-3
4- Very little	-4

15. When new vocabulary was used in class, how long was it usually before you understood its meaning?

1- A very long time	-1
2- A moderate period of time	-2
3- A very short time	-3
4- Immediately	-4

16. How would you describe your instructor(s)' attitude in class?

1- Very enthusiastic	-1
2- Mildly enthusiastic	-2
3- Neither enthusiastic nor apathetic	-3
4- Mildly apathetic	-4
5- Very apathetic	-5

17. How often did your instructor(s) write material on a blackboard (or something serving as a blackboard?)

ENTIRE PROGRAM OR 1ST PORTION		2ND PORTION (IF ANY)
1-	Never	-1
2-	Very seldom	-2
3-	Occasionally	-3
4-	Frequently	-4
5-	Almost constantly	-5

18. In class, how did the amount of time individual trainees were responding compare to the amoung when the group was responding in unison?

1-	Much more time spent on individual responses	-1
2-	A little more time spent on individual responses	-2
3-	About equal time spent on each	-3
4-	A little more time spent on group responses	-4
5-	Much more time spent on group responses	-5

19. How often did the Language Coordinator visit your class to observe instruction? (Be objective.)

1-	Daily or more	-1
2-	A few times a week	-2
3-	Once a week	-3
4-	Twice a month	-4
5-	Once a month	-5
6-	Less than once a month	-6
7-	Never	-7

20. Disregarding the teaching skills of your instructor(s), what do you think of them <u>as people</u>, i.e., how much do you like or dislike them?

ENTIRE PROGRAM OR 1ST PORTION	2ND PORTION (IF ANY)
1- Dislike them very much	-1
2- Dislike them somewhat	-2
3- Neutral	-3
4- Like them somewhat	-4
5- Like them very much	-5

21. Which did you generally have the <u>most of</u> (label it #1), next most of (#2) and so on in class?

_____	Acting out dialogues	_____
_____	Drilling	_____
_____	Free conversation	_____
_____	Explanations or lecture	_____
_____	Other. What?_____	_____

22. To what extent, if any, do you feel language was <u>integrated</u> with other parts of your training?

1- Totally	-1
2- Considerably	-2
3- Moderately	-3
4- Minimally	-4
5- Not at all	-5

23. What do you feel was the single most effective occasion or activity in which language was used outside of class?

1- Conversation with other trainees at mealtime

2- Conversation with instructors at mealtime

3- Conversation with instructors outside of meals and classes

4- Conversation with other trainees outside of meals and classes

5- Other. What?_____

24. Did you have a period of "cultural immersion" during your U.S. training as part of which English was forbidden?

1- Yes How many days?_____

2- No

25. If yes, how do you feel about it?

1- Of tremendous value

2- Of some value

3- Of very little use

4- A waste of time and effort

26. How many hours per day did you have language classes?

ENTIRE PROGRAM OR 1ST PORTION	2ND PORTION (IF ANY)
1- 0-2 hours	-1
2- 3-4 hours	-2
3- 5-6 hours	-3
4- 7-8 hours	-4
5- More than 8 hours	-5

27. Do you feel you could have profited from a greater number of hours of instruction per day?

ENTIRE PROGRAM OR 1ST PORTION	2ND PORTION (IF ANY)
1- Yes	-1
2- Maybe	-2
3- No	-3

28. Generally, how long did your "breaks" actually turn out to be?

1- 0-5 minutes	-1
2- 6-10 minutes	-2
3- 11-15 minutes	-3
4- 16-20 minutes	-4
5- 21-25 minutes	-5
6- More than 25 minutes	-6

29. What two-hour period in the day do you consider best suited for language study (regardless of what your schedule was)?

From _____ To _____

30. If any tapes were used, in a language lab (or on a portable tape recorder), how closely correlated were such tapes with material being studied in class?

1- No overlap at all	-1
2- Small overlap	-2
3- Great overlap	-3
4- Identical	-4
5- No tapes used	-5

31. If a language lab was used in your program, how much individual help or correction did instructors give you <u>during lab sessions</u>?

ENTIRE PROGRAM OR 1ST PORTION	2ND PORTION (IF ANY)
1. Very much help	-1
2. Some help	-2
3. Very little help	-3
4. No help	-4

32. If a language lab (or work on individual tape recorders) was part of your program, how many <u>hours per week</u> was this?

1- 2 hours per week or less	-1
2- 2-5 hours per week	-2
3- 6-9 hours per week	-3
4- 10-13 hours per week	-4
5- More than 13 hours per week	-5

33. If a language lab (or tape recorder work) was used, how do you <u>feel</u> about it?

1- Extremely helpful	-1
2- Moderately helpful	-2
3- Somewhat helpful	-3
4- Not very helpful	-4
5- A waste of time and energy	-5

34. Did you get any language "pre-training" before reporting for the regular training program?

1- No

2- Yes, on my own with materials and/or teacher I myself procured

3- Yes, on my own with self-instructional materials that PC provided me

4- Yes, at a PC training site

5- Other. What?_____

35. How do you feel about your training site(s)?

Entire Program or 1st Portion		2nd Portion (If Any)
1-	Lousy, almost intolerable facilities	-1
2-	Poor, inadequate facilities	-2
3-	Neutral	-3
4-	Good, satisfactory facilities	-4
5-	Great, excellent facilities	-5

36. How many times during the program were you absent from a language class (for whatever reason)?

1-	More than 10 times	-1
2-	9-10 times	-2
3-	7-8 times	-3
4-	5-6 times	-4
5-	3-4 times	-5
6-	1-2 times	-6
7-	Never	-7

Dear Peace Corps Trainee:

The purpose of the attached questionnaire is to collect pertinent information about current Peace Corps language training from the trainee's point of view. These data will help in the development of an information system, the larger goal of which is to contribute to the improvement of future training programs. A sample of trainees has been selected at random to provide the information.

In multiple-choice questions, simply circle the numeral of the response(s) you select. If there was more than one portion to your training program (e.g. a U.S. training period and an "in-country" training period) and different facts regarding language maintained for each portion, please respond in terms of each segment separately as provided for in the questionnaire. If all your training was based at one site, disregard the second response column on the right.

In some questions, the term "language instructor(s)" or just "instructor(s)" appears. In deciding on a response if you had more than one teacher, we ask that you answer in terms of what was generally the case for the majority of your instructors.

And finally, we would like your answers to be biased in only three directions: candor, accuracy, and completeness. When you are finished, insert this questionnaire into the envelope that is to be provided by the person distributing these forms who will seal the envelope and mail it directly to PC/Washington.

Sincerely,

Edwin Barker

Edwin Barker
Director
Division of Research

CLEARANCES:
OT:AKulakow
OT:BAshabranner

PEACE CORPS

Washington, D. C. 20525

MEMORANDUM TO: Project Director

FROM : Allan Kulakow, Director, Division of Language Training, Office of Training

SUBJECT : Language Training Documentation System (LATRAD)

Our office is now, for the first time, attempting to collect and maintain systematic records of what was done in each language training program, how effective it was, and what trainee attitudes were. Information is being collected through various channels to be collated in Washington. The attached materials are one of the major inputs.

The Office of Research has prepared the enclosed questionnaires to be distributed to a random sample of trainees. The random selection process is extremely important so that the responses are not biased. The questionnaire requires about 30 minutes to complete. To be useful, it must have the fullest cooperation of the trainees and staff.

You will note questions of a sensitive and perhaps evaluative nature. These are primarily to elicit statistically useful information on how PCTs perceive their language program and <u>not</u> to be an evaluation or critique of the staff.

Check here /___/ if you care to receive a copy of the tabulation of responses for your program. It will be several months in coming, however.

On behalf of future training efforts, we thank you sincerely for your cooperation.

Clearances: LA/OT
NANES/OT
AF/OT
EAP/OT

INSTRUCTIONS FOR ADMINISTERING LANGUAGE TRAINING DOCUMENTATION (LATRAD) QUESTIONNAIRE

These instructions should be carefully followed in all circumstances whether the questionnaires are given out to trainees one at a time or to a group simultaneously. The latter procedure is preferred. Regardless, it is essential that each of these steps be carried out seriously.

1. Obtain an alphabetic list of all Trainees in the project. Remove from the list names of any people no longer in the program (deselected, etc.). A random (not accidental) sample will be picked from this current list as follows.

2. Select a random start: With eyes closed place your index finger somewhere on the list; the name nearest to that point is the first Trainee in the sample.

3. Select a 20% sample: Starting from the first name already identified, select every 5th name on the list (i.e. skip 4, pick one, skip 4, pick one, etc.). When you come to the physical bottom of the list continue counting right along at the top until the necessary sample is chosen. For example, if there are 50 Trainees in the group altogether, the sample will consist of 10; if there are 75, 15. If there are 33, select 7 by above procedure; if there are 62, select 13.

4. Filling out questionnaire: Do not discuss any of the questions with any of the Trainees. Inhibit any conversation among Trainees if they are taking this form in a group setting. Individual responses are desired. Do not permit "kibbitzing" from other Trainees, language coordinator, or instructors.

5. Submission of completed questionnaires: When handing out the forms (whether individually or in a group) announce to the recipient(s) that they are to insert their questionnaires into the communal envelope as soon as they are finished. Keep this envelope under your control. Seal and mail it when all questionnaires have been filled out.

Your cooperation is most appreciated.

Appendix C

RESOURCES ROSTER:
NON PC SOURCES FOR HOST COUNTRY RESOURCE MATERIAL AND CONSULTATION

Amharic: Ministry of Education, Addis Ababa (books and articles).

Chinyanja: Malawi Embassy, Washington, D.C.; FSI - Earl Stevick; Rodgers Stewart, Box 1199 Tuskegee, Alabama (teaching methods); Dr. Rubin, Teachers College, Columbia University, New York.

Farsi: Afghan Embassy; Ministry of Information, Kabul, Afghanistan (pictures, newspapers); Afghanistan Embassy (magazines, Newspapers, films); John Rassias (teacher training and administration).

Persian: Ministry of Education, Tehran, Iran (books, posters, records).

Portuguese: Brazilian Embassy, Washington, D.C.; Brazilian Secretariat of Education, DAC, (Ministry of Agriculture) - (Books used in schools, technical documents and posters); Mr. Ralph Kite, University of Wisconsin-Milwaukee (books and general language materials); Mr. Jeronimo Chanez, Rua do Russell, Rio de Janeiro, Brazil (materials on clubs); Ministry of Health, Rio de Janeiro, Brazil (school lunch information).

Spanish: AID (visual aids, movie section); FSI, Department of Romance Languages (Mr. H. L. Rosser); Government of Puerto Rico, Extension Service Rio Piedras, P.R. 00928 (films on Agricultural Extension in Spanish); W. E. Bull, UCLA, (program structure); Mr. John Rassias, Dartmouth College, and Mr. C.C. Harris, FSI (methodology); Enrique Carrales, CEUCA Apt. Aereo 10660 Bogota, Colombia (Mr. Carrales attended classes, assisted with advanced groups, role playing and kept trainees informed on Colombian culture and language); Dr. Joe Bas, San Diego State College, (English as a foreign language; special lectures on methodology).

Tagalog/Ilocano/Cebuano: FSI, Dr. Stevick; Mrs. Dorothy Danielson, San Francisco State College (course organization, teacher selection and training); Summer Institute of Linguistics, Manila Language Center Ateneo, Loyola Heights for linguistic descriptions of Phil. Ateneo Tagalog Lessons; Institute of Oriental Languages, UCLA (Beginning Cebuano); Yale, Department of Linguistics (Beginning Tagalog, Bowen); Interchurch Language School, Box 3096, Manila, Philippines (texts on Ilocano, Tagalog, Cebuano); Department of Linguistics, University of Hawaii (Ilocano and Maranao texts); Dr. Calvin Rensch, Instituto Linquistico de Verano, Apartade 2975, Mexico, D.F. Mexico, (the mono-lingual approach to foreign language learning).

Tunisian Arabic: Professor Robert Meskill, Brown University, Providence, Rhode Island (organization of language program).

Turkish: Embassy, Turkish Cultural Attache; FSI; Fahii JZ. Taihankitabevi, Ankara, Turkey, (Turkish-English--English-Turkish Dictionary).

Twi: Dr. M. Rubin, Teachers College, Columbia University, (oral method of language learning and materials).

Twi/Swahili: Ghana, Bureau of Ghana Languages Acera, (vernacular texts).

Appendix D

INSTRUCTIONAL PERSONNEL ROSTER [14]

1. Amharic (46)
2. Cebuano (14)
3. Chinyanja (2)
4. Ewe (2)
5. Farsi (15)
6. French (3)
7. Fula (1)
8. Hausa (3)
9. Hindi (9)
10. Ilocano (13)
11. Ilongo (Hiligaynon) (4)
12. Korean (20)
13. Mandinka (2)
14. Nepali (11)
15. Persian (7)
16. Portuguese (30)
17. Spanish (182)
18. Tagalog (28)
19. Tagalog, Ilocano, Cebuano (no breakdown) (10)
20. Tumbuka (2)
21. Turkish (15)
22. Twi (10)
23. Wolof (1)

---

[14] Readers desiring actual names and addresses for recruitment purposes should request same from Language Training Office, Peace Corps, Washington, D.C. 20525 Such names and addresses constitute Attachment 1 to this report.

Appendix E

LINGUISTIC PROBLEMS ROSTER:
DIFFICULTIES NOTED FOR AMERICAN TRAINEES IN VARIOUS OTHER LANGUAGES

Amharic

Pronunciation.
A very complicated grammatical structure.
Lack of notivation.
Glottalized sounds: articulation and recognition.
Double consonants: in current materials there seems to be little organized approach possible which would take it out of the realm of pure memorization.
Use of in-fixes.

Arabic, Western

Mastering the sound represented by the letter "u".
Proper and consistent nasalization.

Chinyanja

Noun classes, concordial prefixes.
Pronunciation.

Farsi

Contrast of n/r/a
q/x, ɣ
r: r̆, r̆, r̃, r̆.

Fula

Glottalized (implosive) stops.
Vowel length.
Noun class markers.

Hindi

Retroflex sounds.
Unaspirated sounds.
Oblique forms.

Korean

Structures (grammar and word order).
Sounds - Korean tension and aspiration consonants are very difficult for the trainees.
Speech endings and honorific forms.

Mandinka

Homo-organic nasals.
Vowel length.
Determiner-adjective alternation.

Nepali

Differentiating subject markers for past tense intransitive (le) and impersonal construction pronoun markers (lai), i.e., maile and malai.
Pronunciation - retroflex sounds and intonation patterns.
Syntax for interrogatives - (next to verb and not beginning), past participial phrase markers incorporated in verb, conditionals - (if comes between clauses).

Note: The preceding linguistic difficulties for Nepali were repeated verbatim for a different project by the same language coordinator.

Persian

New sounds like kh (x) and gh (ɣ).

Portuguese

Subjunctive.
Pronunciation of "R" and nasal sounds.
Endings or formations in past and future tenses.
Verb tense differentiation (imperfect or preterite).
Subjunctive verb tenses.
Gender usage.

Spanish

All vowels.
Subjunctive mood.
Direct - indirect object pronouns.
/R/ - torre.
/L/ - el.
/H/ - mujer.
"d"
"p", "r".
Vowels (0-d-e-discrimination).
"R" sound in general, simple and double and after consonants like "t".
Use of tenses, especially differences between preterite and imperfect.
Subjunctive in subordinate clauses, also the use of prepositions.
Use of preterite vs. imperfect.
Use of pronoun objects (ditics).
Use of subjunctive mood.
Concordance - moun/adjective; subject/verb.
Subjunctive.
Ser/Estar.
Reflexive constructions.
Subjunctive.
X/R/L - confusion of these.

Spanish (continued)

Getting away from typical American intonation patterns and vowel sounds.
Translating from English to Spanish - not seeing linguistic and cultural differences.
Structures with subjunctive and differentiation between past and imperfect.
Some prepositions.
Differentiation and reproduction of the sounds "d", "b", and "r".
Phonology - fricatives; vowel strength. Most speakers of English tend to introduce relaxed vowels (schwa).
Syntax - Ses/estas, preterite/imperfect contrast.
Verb-subject agreement.
Knowledge of English grammar.
Subjunctive mood.
Dipthongs combining terminating "L", "AU", "UA" etc. and "R" in RR.
Terminating "V" + con., señor, cual, er - on - in. "T" and "D" sound.
Intonational pitch.
Interference of English structure and phonetic components.
Lack of grammar knowledge making it difficult to observe some similarites found in the Spanish structure.
Mastering complex syntactical patterns, such as the subjunctive in commands, volition, emotion, etc.
Effective use of various tenses.
Irregular verbs.

Tagalog, Ilocano, Cebuano

Verb inflection.
Syllable timing.
Initial velar nasals.
Sound: (a) Segmentals; simple vowel sounds - a, o, u; unaspirated initial stops. (b) Word stress. (c) Rhythm.
Structure: (a) Focus, (b) Noun phrase markers, (c) Linkers.
Grammatical - "focus"
Voiceless unaspirates stops: /r/, /e/.
Vowel sounds.

Thai

Tones
Use of particles, such as jay, si, ná.
Use of question words.

Note: The preceding linguistic difficulties for Thai were repeated verbatim for a different project by the same language coordinator.

Turkish

Phonemes: ü, ö, ı, l, r, h, ğ, k.
Suffixes affixed to the verb base - noun relational suffixes, possessive suffixes and verbal noun suffixes.
Low and high vowel harmonives which do not exist in English.

Twi

Vowels.
Tones.
Nazalization.
Nazalized sounds and some open vowels, particularly open "O".
Different cultural backgrounds which often cause demonstrations and gestures to be misinterpreted.
Noun usually comes before the adjective: it takes trainees a long time to get used to this.

Wolof

Tone.
Final /-h/.
Palatal consonants.

Appendix F

VISUAL AIDS ROSTER

Amharic: Maps, charts.

Chinyanja: Pictures, signs around camp.

Farsi: Slides, pictures, Afghan coins and bills, Afghan artifacts, drawings, items in the living group houses.

Hindi: Maps, fruits, clothes.

Korean: Photographs.

Mandinka, Fula, Wolof, French: Posters, maps, photographs, play money for market simulation, technical diagrams.

Nepali: Pronunciation color charts, artifacts, bazaar supplies (cigarettes, combs, beads, etc.) from Nepal, paper cutouts of people, clocks from paper plates, cooking utensils, other "nouns" available in local market.

Persian: Charts, real substances, pictures, boards.

Portuguese: Brazilian magazine pictures, large signs, dolls, post cards, stuffed animals.

Spanish: Flash cards prepared by Dr. William Bull, magazines, cards with names of common objects, Bull's pictures, slides, pictures, games, A Visual Grammar of Spanish by Dr. William E. Bull, maps and pictures, opaque projector, Bull's Visual Grammar, structural Spanish wall charts, movies, signs used as land markers, Bull's Visual Grammar, movies (USIA) in Spanish, Bull's materials, commercial movies.

Tagalog, Ilocano, Cebuano: Pictures and concrete objects.

Thai: Movies, slides, cards, movies, slides, cards.

Turkish: over-head projector, charts.

Twi: Magazine pictures, cutout clocks.

Appendix G

RECORDS ROSTER:
TRAINING DATA MAINTAINED BY LANGUAGE COORDINATORS

Amharic

MLAT scores, all assessment records from mid-boards to finals, individual achievement scores of trainees for mid-boards through finals, weekly oral test ratings.

Chinyanja

Daily reports on trainees' feelings and suggestions, weekly reports on language staff meetings.

Farsi

Test records, progress of students throughout the training, number of language hours taught, attendance records.

French

Class schedules, some intermittant test results, weekly program changes.

Hindi

Progress of each trainee.

Korean

Weekly reports, teaching plans, test forms and results.

Mandinka, Fula, Wolof, French

Daily records of student progress.

Nepali

Evaluation of trainees by teachers, peer ratings by teachers, FSI ratings, teacher-trainee evaluation, class schedules, teacher changes.

Persian

Weekly records on trainees' progress and teachers' reports.

Portuguese

Trainee class progression, teacher comments on trainees, teacher reports on materials used, language report by coordinator (all weekly); results of FSI interviews.

Spanish

Dialogue test scores, attendance, punctuality, FSI scores, instructors' evaluations, class distribution lists, daily and weekly work assignments, rotation sheets, MLAT scores, hours of instruction, biographical, achievement, performance, conduct, behavior, language proficiency progress, PACT, class progress, attitude, language profile (chart for weekly progress), evaluation (1 to 10 rating) twice per week, weekly oral exam, reference data, prepared field and site materials.

Tagalog, Ilocano, Cebuano

Daily evaluations of structure, pronunciation, participation, preparation and daily log of structure and vocabulary presented; test ratings; FSI test results; sample errors during the first half and the second half of the project (about mid-boards and final boards); bi-weekly evaluation of progress of each trainee, evaluation made by teachers; final S-ratings.

Thai

Instructors' evaluation on trainees, results of weekly overview tests and attendance.

Turkish

Attendance, academic achievement, evaluation of each trainee, testing records, syllabus and its improvements.

Twi, Swahili

Daily records.

Appendix H

LANGUAGE INTEGRATION ROSTER: NOTABLE INSTANCES IN THE PROGRAM WHEN OTHER TRAINING COMPONENTS AND LANGUAGE WERE COMBINED

Amharic

Panel discussions in area study, using Ethiopian staff.

Farsi

Presentations on various aspects of Afghan culture; Afghan weeding; teaching science in Farsi and Pashto; panel discussions and tea parties.

French

An attempt was made to integrate cross-culture and French with those trainees concentrating in Tunisian Arabic and having but one hour per day of French. Topics in class for more advanced were cross-cultural.

Hindi

The technical knowledge of family planning was presented to the staff in the form of skits, demonstrations, puppet shows, etc., using the variety of audio-visual aids. This was presented in Hindi.

Mandinka, Fula, Wolof, French

Vocabulary of a technical kind was always part of the program. Students studied African geography through languages.

Nepali

Technical studies were completely integrated two hours a day for the last month in either demonstrations or role playing classes. Practice teaching was worked in to some extent (minimal).

Persian

Some of the language teachers were used in area studies and most were present at the lectures and discussion groups.

Portuguese

At the end of the program Brazilian educators came in and demonstrated and discussed methods in Portuguese or technical studies; demonstrations in Portuguese by trainees; three mornings were spend in situation involving the entire PC staff with the trainees and were directed toward preparation for specific assignments in Brazil.

Spanish

Physical education; technical studies, workshops; students presented a project (personally chosen and a creative activity) and explained it in Spanish; native conversants translating technical studies demonstrations into Spanish; oral presentations by the trainees; agriculture and home economics coordinators required trainees to give demonstrations or class presentations in the language. (Example: How to build chicken coops, how to pasteurize milk, etc.). Such presentations were attended and criticized by language instructors; language combined with technical studies, trainees gave weekly classes in their field in Spanish; video-taping lessons; role-playing; trainees lived in Spanish-speaking communities for some days; teaching of elementary reading in Spanish for children as methodology and also as language training.

Tagalog, Ilocano, Cebuano

Language staff participated in cross cultural activities during a Sierra weekend and acted as informants at the same site; the cross cultural studies coordinator frequently used members of the language staff as resource personnel; presentation of the "barrio fiesta" and other cultural presentations.

Thai

Technical training

Turkish

In teaching techniques, drills were used combining TEFL and language training; group discussions in cross cultural studies.

TWi

Druing one of the first cross cultural studies lectures when the lecturer explained to the trainees why they were studying three different languages for Ghana rather than just one.

Twi, Swahili

Language and culture were coordinated daily.

Appendix I

MISCELLANEOUS COMMENTS

Language teachers themselves prepared all lesson plans with minimal guidance by coordinator. All lessons were in either microwave or dialogue-memorization formats, the principles of which are easily understood by novices in teaching. This resulted in a professional attitude on the part of teachers, and a degree of student-teacher respect, not always seen in language programs.

Held weekly meetings with trainee representatives for feedback.

This language program was given very little time in which to prepare materials beforehand. We prepared extra conversations every day for the conversation classes. These were based on what we thought would be most practical for the students: how to bargain; how to ask for a haircut, shampoo; arrange for hotel; buy stamps; send letters. In fact, every day situations.

The intensive reading hour and controlled conversation hour were introduced in this training program.

Preparation for in-country individualized language learning techniques (i.e., the informant method of language learning) which is strongly recommended by the field.

(1) The number of language hours needed for the language program: we did not get the minimum requirement because of so many field trips. These were trips that the instructors could not go on. (2) The classroom environment was bad in that some classes were disturbed by others in the camp. (3) Classrooms were too far from each other to be supervised by the language coordinators. (4) We did not get the materials on time.

However cultured, well-trained, experienced or mature a trainee may be, he should never be given any teaching responsibility whatever. Such an assignment was made for a brief period at the beginning of this program. It caused almost immediate alienation of that trainee from the rest of the group.

In a highly integrated program, morale has to be watched very carefully so that trainees will continue working hard. Towards the end of the training period, experience outside of the training site helps. A field trip helped a great deal in dealing with problems in this highly structured program.

Our lab is not a lab as it is ordinarily known. It can be called more appropriately an electronic classroom. It consists of a transmitter and a headset with microphone. The headset received the signal and the student can hear himself through his own microphone. This type of equipment allows better student-teacher eye contact. The headsets with our own tapes gave us excellent results. However, I feel that almost the same could be accomplished with just a tape recorder.

The success of constant (hourly) classroom rotation to avoid monotony problem of intrusion of other facets of PC training presented in English. Great value of having instructors with trainees throughout the day. Great value of isolated training site where use of language could be controlled. Value of teaching materials developed specifically for project, expecially at the elementary level.

A language program is impossible to describe or prepare as an entity; the program soon separates into, in effect, three programs: beginners, intermediates, and advanced, each with its own syllabus and language problems.

When I took this job, all the language instructors had been hired for me, including my assistant. This made the situation very difficult at first for me to handle. In the first place, from the point of view of the teachers, they did not regard me as their superior because I did not hire them. In the second place, my assistant undermined my authority by telling each and every one of the instructors not to follow my instructions, but hers. (This, ironically enough, was disclosed to me by the instructors themselves when she pushed them too hard. For instance, when one instructor was sick, I told her to stay in bed, yet my assistant ordered her back to work.) In the third place, my assistant had a tendency to change my instructions without my knowing it. When I discovered this eventually, she challenged me by saying that she was not hired by me, but by someone higher than me. However, I was able to cope with the situation without any serious damage. In view of this unfortunate incident, I would like to suggest the following: if it is impossible for the person in charge of the language component to hire all the language instructors, it will, at least, be a great help to him if he can have a free hand to choose his assistant from among the instructors already hired for him by somebody else. This was evidenced by my appointing one of the instructors to head up the team who was going to _____ with a Malaria Group for six weeks of training. The appointment was recommended by me in front of the other instructors, and his relationship with me was much, much better than that between my assistant and me. I hope that this lesson I have learned will be of some benefit to other projects in the future.

(1) It is imperative that RPCV's stress the importance of language continually. (2) The timing of new materials and new techniques in classes is extremely important. (3) A complete training morale must be kept in all components. Field trips unevenly spaced so that the element of American time is lost as it will be overseas. (4) Language coordinator must know and understand over-all goads of PC in-country and would work with the rest of the staff towards these goals.

(1) Relatively small number of hours in program due to special demands on PCV preparation in science, math and TESL in order to co-teach with native teachers; high percentage of English spoken in-country. (2) Individual tutorial sessions, plus the hours spent as source personnel for the cross cultural studies program, as well as the time spent in preparing and training the trainees in folkloric songs and dances, demanded very full participation by each member of the language staff.

Type of follow-up procedures used in upgrading performance of teachers throughout the program (i.e., conferences, visits, critiques, peer teaching sessions, etc.)

I feel that regular testing for evaluative purposed solely on the part of the trainee should be an important part of the language program.

Appendix J

MISCELLANEOUS DATA

LATRAD/LC Item 5: Name of Training Institution

Code	Institution
01	San Francisco State College
02	University of Southern Florida
03	United Auto Workers
04	University of California at San Diego
05	California State College at Los Angeles
06	Utah State University
07	Montana State University'
08	University of Texas
09	University of Hawaii, Peace Corps Training Center (HILO)
10	University of Wisconsin - Milwaukee
11	American Institutes for Research
12	New Mexico State University
13	Educational Development Center
14	University of California at Los Angeles
15	Westinghouse Learning Corporation
16	Reed College
17	University of Washington
18	Experiment in International Living
19	Peace Corps Training Center - Puerto Rico
20	George Washington University
21	University of California - Davis

Code	Institution
22	University of Kentucky
23	San Jose State College
24	New York State University at Brockport
25	Teachers College, Columbia University
26	University of Arizona
27	Brown University
28	University of Utah
29	Texas Technical College
30	San Diego State College

LATRAD/LC Item 3: Sex of Language Coordinator

Code	Sex
1	Male
2	Female

LATRAD/LC Item 53: What text/printed materials were used?

Code	Text/printed materials
01	Elementary Spanish, Gordon, Macmillan, 1966.
02	Speaking Spanish, Tyre and Tyre, Holt, 1965.
03	Modern French, Desberg.
04	Materials by Dr. William E. Bull.
05	Modern Spanish, M.L.A., Harcourt, Brace and World, 1966.
06	Fundamentals of Amharic (revised), Barton-Beyene, University of Utah.
07	AMSCO School publications, Reviewing Spanish Level 2 and 3.

Code	Text/printed materials
08	Twi Basic Course (FSI)
09	Ewe and Hausa materials, short phrases, vocabulary, dialogues, songs, proverbs.
10	Materials prepared by instructors and/or coordinators.
11	Espanol (Contemporary Spanish), Robert Lado, McGraw-Hill, 1967.
12	Basic Spanish Course, 1962. (FSI)
13	An Active Introduction to Hindi, Microwave Cycles (for one week), August, 1966. (FSI)
14	Ilocano: An Intensive Language Course, Howard McKaughan and Jannette Forster, Summer Institute of Linguistics, University of North Dakota, 1953.
15	Cebuano, prepared by PC/HILO Training Project, paperbound, mimeographed.
16	French (FSI)
17	Twi Grammar, Christaller, Gregg Press, 1965.
18	Ghana co-op program at Milwaukee, 1967, mimeographed.
19	Ghana Bureau of Language texts.
20	Presbyterian primary school texts.
21	Beginning Cebuano, Wolff.
22	Tagalog, Bowen.
23	Ilocano, HILO, dialogue and drill.
24	A Basic Course in Turkish (FSI)
25	Turkish Language, Volumes 1, 2, 3 and 4.
26	Lessons in Tagalog, Petersen.
27	Cebuano Lessons.
28	Ilocano Lessons, Asuncion.
29	Oral Brazilian Portuguese, Hoge, University of Wisconsin-Milwaukee.

Code	Text/printed materials
30	Materials sent from native-speaking countries.
31	Farsi Reference Manual, audio-lingual.
32	Pashto Basic Course, M.E. Entezar.
33	Intermediate Farsi, M. E. Entezar.
34	Peruvian Expressions, mimeographed papers.
35	Cultural readings, newspapers, magazines.
36	Espanol A Lo Vivo, Hansen and Wilkins, Blaisdell, 1964.
37	Continuing Spanish, M.L.A.
38	Basic Course in Korean, printed.
39	A Structural Course in Spanish, Wolfe, Hanlich, Inman, The Macmillan Company, New York, 1963.
40	Experiment in International Living Materials, dialogs and drills for beginners, advanced Portuguese.
41	Portugues Contemporaneo, Abrev and Rameh, Georgetown University Press.
42	Elementary Lessons in Persian, M. A. Jazayery, University of Texas, 1965.
43	Amharic - Basic Course, (FSI), 1960.
44	Chinyanja Basic Course, 1965 (FSI)
45	Tumbuka, English Language Services, Inc.
46	Spoken Thai, Mary Haas.
47	Thai Basic Course, 1963 (FSI)
48	Essential Thai, developed by the language staff of Thailand XX & XXI.
49	Conozia Suidionia and Guia Diductica.